



Journal des étudiant-e-s
en droit de l'université McGill

McGill Law's
Weekly Student Newspaperer

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5 avril 2011 | April 5th 2011



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QUID NOVI

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WANT TO TALK? TU VEUX T'EXPRIMER?

Envoyez vos commentaires ou articles avant
jeudi 17h à l'adresse : quid.law@mcgill.ca

Toute contribution doit indiquer le nom de
l'auteur, son année d'étude ainsi qu'un titre
pour l'article. L'article ne sera publiée qu'à la
discretion du comité de rédaction, qui

basera sa décision sur la politique de
rédition.

Contributions should preferably be submitted as
a .doc attachment (and not, for instance, a
".docx").

COURTNEY
RETTER
&
CHANEL
STERIE

SAY HELLO, WAVE GOODBYE

You're searching, Joe, for things that don't exist; I mean beginnings. Ends and beginnings — there are no such things. There are only middles.

—Robert Frost

Goodbye is a meaningless word. It is the generic farewell equivalent of Kleenex tissues. Most people say it reflexively as they end a conversation with a friend or get ready to board a flight. Goodbye, as a result, does not sufficiently convey what we want to say to you, Quid Novi, after three years of a meaningful — albeit tumultuous — relationship. You have taught us so much, Quid Novi. Collaboration. Significant reflection. Negotiation. Conflict resolution. These skills are invaluable. You are invaluable, Quid Novi. And, as we each embark on new directions in our careers, we will take a part of you with us. Thursdays at 5 p.m. will always be our secret meeting time. Tuesday mornings will forever be about you and us. And so, we refuse to say goodbye. More appropriately, we want to say thank you for the following reasons:

[1] Charlie Feldman

Some people walk into your life and you are never the same. Charlie Feldman is, without question, one of the most important students we have encountered in this Faculty. From the bottom of our hearts, In-House Diva, thank you for constantly bringing energy to the Quid, for promoting us to every single student and faculty member (because you actually know every single student and faculty member...). You joined the Quid quite literally by accident.

You had an idea for a weekly column (a.k.a. Droit à l'image). What began as a series of pictures and random Feldman observations, quickly transformed into a Quid institution in and of itself. Quite frankly, we are pretty sure a significant proportion of our readership pick up the Quid on Tuesdays only for your column.

La contribution de Charlie ne se limite pas au Droit à l'image. À travers multiples articles concernant des aspects variés de la faculté, il a osé soulever des questions importantes au sujet de l'administration, des actions de certains comités et même de l'inaction ou de la passivité de ses collègues. En remettant en question certains points que plusieurs préféraient éviter, Charlie a contribué à améliorer la faculté et à créer un dialogue entre ses différents membres. Notamment, Charlie, un anglophone américain, a été l'un des plus fervents défenseurs du français ici au Quid, et par conséquent à la faculté. Les critiques et suggestions faites par Charlie, et son implication au sein du Conseil de l'AED, ont aussi eu des résultats concrets.

Charlie quite literally "brings the sun around". Il célèbre les bons coups et les accomplissements de nos collègues et allège l'atmosphère lorsque tout le monde semble accablé par le stress. On n'a qu'à se souvenir de la toute première édition du Quid Online, où Charlie nous a tous fait rire aux éclats avec sa voix « BBC News » et ses clips du scandale de « Fire 2010 ». On n'oubliera jamais les sing-along de Charlie, que ce soit au 3e étage, dans l'atrium, ou sur son statut Facebook pour nous distraire pendant un

cours particulièrement long. It is so easy to compliment you, Charlie. In fact, perhaps one day, we will write an entire editorial dedicated to you for the soon to be released Quid Novi counterpart – Quid Novi AfterLaw Edition.

[2] Merci au Quid de nous avoir permis de participer activement la vie à la faculté

Le Quid n'a peut être pas le prestige ou la légitimité de la Revue de droit de McGill, mais nous sommes le "heart and soul" de la faculté — le résultat de la contribution de tous les groupes qui la constituent. Nous avons été constamment surpris, à chaque jeudi soir, de trouver dans notre boîte de réception, un nombre impressionnant d'articles, malgré toutes les obligations, académiques et parascolaires de nos collègues, et de d'autres membres de la faculté. Nous célébrons d'ailleurs aujourd'hui notre 20e publication de l'année. C'est la première fois en trois ans que nous publions un nombre si élevé de Quid. Cette réalisation est la démonstration que les efforts de l'équipe du Quid ne sont pas en vains, et que la faculté apprécie réellement l'utilité et l'importance de notre journal étudiant.

Le Quid Novi nous a permis de rester au courant de ce qui se passe à la faculté, malgré la quantité d'activités qui s'offrent à nous sur une base quotidienne. Il nous a aussi permis à chaque début d'année de rencontrer les nouveaux étudiants et aussi de découvrir la voix et les opinions de nos collègues. Le Quid se renouvelle à chaque

année, accueillant de nouvelles opinions, perspectives et idées qui assurent son développement. C'est pourquoi nous sommes contents de savoir qu'une équipe prendra la relève dès le début de l'an prochain pour assurer un renouvellement continu du Quid Novi.

[3] Our Incoming Editors-in-Chief

We have found our replacements. And, more importantly, they are great ones! Our main preoccupation with respect to the Quid going into this academic year was finding students with both the passion and interest to keep the publication alive. With Amanda, Thomas and Helia in charge, we know the publication will continue to exist long after we graduate. Their enthusiasm for the publication is almost palpable. They have shared with us their vision for the Quid and which elements of the publication need refining, adjusting and modification. We are excited to see what the Quid will become. That being said, the founding principles of this publication, namely, acting as a safe place for writing that does not necessarily conform to traditional legal forms, inciting dialogue, and creating an important linking mechanism between students, fac-

ulty, and the law itself, were all articulated and well understood by our three new EICs. The Quid is a tradition. And, Amanda, Thomas, and Helia will both affirm existing traditions and create new ones for themselves.

[4] Thank You to the Quid Novi Team — Past and Present

The Quid is a student run-publication. The Reviewers are students. The Layout Editors are students. The majority of our contributors are students. We (Courtney and Chanel) are students. We cannot conclude our final editorial without acknowledging the hard work and efforts of the students who work collaboratively on this publication. For those of you unfamiliar with the Quid weekly rotation, it goes something like this: On Thursday night, all received articles are delegated by an Editor-in-Chief to the assigned Reviewers of the week. Those Reviewers have until the following afternoon to edit articles and look for content concerns. Once the articles are edited, the Layout Editor of the week has the day to put the entire issue together so that the Editors-in-Chief can come in on the Sunday to finalize the issue, ensuring that both article

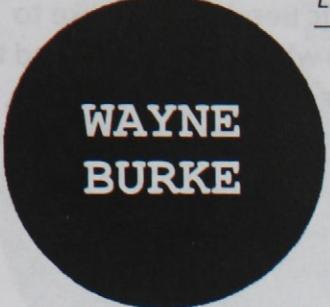
placement and subject-matter is strategic and cohesive. This weekly rotation has become somewhat of a Quid ritual. It, without question, requires a lot of student time when there is, in fact, little time to actually accomplish a task given the weekly nature of our publication. So thank you to all 34 contributing members of this publication — be it in your capacity as an Online Reporter, Associate Reviewer, Layout Editor, Staff Writer or Cartoonist. You make this publication what it is. We are forever indebted to you for your indispensable contributions. Thank you. Thank you. Thank you.

Quid Novi, nous ne te disons ni adieu, ni au revoir, nous voulons seulement te dire merci pour les défis et les amitiés que tu nous as apporté durant les trois dernières années. Sans qu'on s'y attende, le Quid Novi est devenu une partie intégrale et fondamentale de notre expérience à la faculté de droit de McGill. It was fate that we met. We plan to use the skills we have acquired during our time as Co-Editors-in-Chief as we pursue careers both inside and outside of the law.

LSA ELECTIONS - THIS WEEK!!!

Les élections commenceront lundi matin et se termineront mercredi à 17h. Les résultats seront annoncés jeudi prochain à 17h45 lors du dernier Coffee-House de l'année. Un e-mail suivra pour informer ceux qui sont à l'étranger des résultats.

Elections will be held by paper ballot. Only those who are abroad or have already graduated may vote by email by sending your name, current year in law school, month and year of graduation, and choices to cro.law@mail.mcgill.ca. Please rest assured that e-mail ballots will remain confidential and will be deleted after the results are in.



**WAYNE
BURKE**

IF SOMEONE OFFERED YOU \$1,000,000 TO DROP OUT OF LAW SCHOOL RIGHT NOW, WHAT WOULD YOU DO?

I should preface this article with an apology for all of the ellipses I have used... these are musings... so I will be employing ellipses unabashedly from here on out...

I am not sure why this hypothetical question came to me in the shower the other day, but by the time I had shut off the taps, I had answered "no." This made me profoundly happy. I interrogated myself quite thoroughly, probing for sincerity, delusions, masochism, and blatant lies... Of course, I cannot be absolutely sure if my answer was sincere since no one has yet offered me \$1,000,000 to drop out of school (feel free to try).

Assuming my answer was sincere, I asked myself how I could be so certain about my decision. Did I just do a quick NPV calculation of the cash and compare it with an estimate of what I might earn as a lawyer? Am I too proud, stubborn, or insecure to not follow through with the goal of attaining a law degree? Or is it something more...

All of this got me thinking about a very important publication... the Quid (gratuitous pander alert/please print me)! Seriously though, I have really appreciated and been inspired by two recent articles that I feel relate to my hypothetical.

Courtney Retter's article "Come On, Get Happy" (Quid, March 15th, p.3), was a breath of fresh air. While reading, I found myself thinking... [redacted] Yeah! The author highlighted the importance of living in the moment. Of course most of us are ambitious; we have plans and goals and will likely always strive to new heights in our personal and professional pursuits. I have always enjoyed setting progressive

goals for myself but have learned over time that nostalgia is commonly my reaction upon attainment of a goal. Looking back on the path that I have travelled towards a given goal almost always brings a smile to my face: the bumps in the road, large and small, good and bad, are what made the journey. Yes—I am here at McGill because I want a law degree. But I never guessed that I would enjoy the ride this much.

Charlie Feldman's article also brought a big smile to my face. Right... that means almost nothing since Charlie writes at least 30% of what gets published in the Quid (not to take away from all of the other wonderful contributors whose content is of great value). Although I appreciate most things he writes, I am referring to his musings about school spirit ("Droit À L'Image," Quid, March 15th, p.18). This article, like its author, was brave and engaging. The fact that we have students who pay attention to these things and give a hoot to such a degree that they give words, countless hours, and emotional energy to promote school spirit is truly a gift for which we are all fortunate (Charlie, I pandered to the Quid above so you have to print this even if I have made you blush). The school spirit Charlie was advocating does exist here, which is not to say we should take it for granted, but I have seen evidence of it and I think it is a significant factor motivating my "no" answer to the hypothetical question above.

The evidence is all around us, take Skit Nite for example. There was something in the air on Skit Nite... and I don't mean the curious aroma on the seedy streets outside of the club. On that night I looked

back at a room full of smiling faces, people sharing inside jokes, clinking glasses, encouraging and supporting both a worthy cause and their colleagues... It seemed to me there was something palpable, yet ineffable in the air.

Another example of this school spirit relates to property. I left my jacket (car keys in the pocket) in the cafeteria for several hours the other day. When I realized this, I rushed downstairs to retrieve it... I wasn't that surprised to find it still there and untouched several hours later. After all, most of us leave our prized laptops and jackets all over the place at coffeehouses (especially the sponsored ones when the good food goes fast). This is just that kind of place.

I hope this isn't getting boring for you, if so turn the page, because I would really like to keep expounding the greatness of our community...

My moot conjured up more of these feelings. I found myself without a partner and was assigned to work with another person in a similar predicament. As it turns out he was great and I was amazed that after many months, I am still meeting interesting people here. After mooting, our judges informed us that we would fail if we didn't accept beers from them at Thompson House. While sitting around the table and getting to know the judges and my opponents over free beers, that same feeling crept over me... that palpable-ineffable spirit was in the air again.

I could go on and on (e.g., law games, late night dance parties in people's living rooms, Cheryl the nice lady in the Caf, the support staff in the SAO and CDO, the

Dean who takes time to come play the guitar for his students, professors who care so much about students that they hold near-weekly surveys on pedagogy, the many supportive upper-year students, the incredibly interesting and diverse colleagues in my year... and of course the Quid!) I imagine that by now you either get my point or likely never will.

I guess what I am rambling towards is that the knowledge, the growing pains, and

the long term opportunities are great. But the memories, the friendships and the "je ne sais quoi" that I have the privilege of sharing with you are even more valuable to me. I may be deluding myself, but I am here anyways and intend to stay... so why not let myself believe that I am thoroughly enjoying it... all evidence certainly points to that!

In sum, I am drinking the McGill Law Kool-Aid (read perhaps Vodka Bull? Definitely

not Transystemic Beer). I would like to thank all of you who have contributed to the mix, making this such a caring, fun, and stimulating place to be. Good luck on your exams friends... I hope you enjoy the ride!

LINA
WINKLER

LL.M.

MAKE ROOM FOR PASSION

When I studied law in Sweden I often left the lectures feeling somewhat dissatisfied. The lectures were normally good and informative, but just when the professor touched upon a topic that got her eyes to glitter, she always interrupted herself. Just when he put that extra energy into his lecture he stopped, almost as he caught himself doing something forbidden, and explained that there was no time to cover this topic. The curriculum must come first and the extra... we had to see if there was any time left to that by the end of the semester. I was frustrated – wasn't university about making time for people's passion? I realized that of course it was, but I had to make the time for it.

We started "The Club for Legal Refinement" (the name as pretentious as we were) at Gothenburg University and invited our professors to share their passions with us and it didn't necessarily concern legal topics. I was surprised to see how passionate our professors were, and about vastly different areas. I never got to enjoy more than two lectures before I graduated. When I came to McGill I saw an opportunity to continue my mission! There are so many interesting people gathered here, and our interests are often expanding outside of the curriculum. Why don't we make room for this? Why not share the passions or interests we have?

GLSA has now arranged two lectures in the lecture series: "What Your Professors Really Want To Teach You", one with support from LSA funding. First up was Professor de Mestral who talked about the recent and controversial expansion of the competence of the EU over foreign investment and its implications for inter-

national investment law. The discussion following his introduction span over many interesting and engaging aspects of both foreign investment, federalism and the future of EU. Next lecturer was Professor Sheppard, talking about her new book "Inclusive equality" and starting intensive discussions on how equality is best promoted, what role law shall play in doing so and in that case, how legal rules can be used. As this is being written, we're looking forward to Professor Macdonald talking on "When I'm Gone". We're very happy to have him with us at McGill again. This lecture series is about expanding our horizons and I'm sure Professor Macdonald will help us in doing so. We're welcoming more professors throughout this term as well as in the summer term. Everybody's welcome, so if you're interested in getting something extra out of your McGill experience and you're still around the Faculty, keep an eye out for information on the next sessions.

I also want to mention that apart from the lecture series, GLSA has made even more room for passion, by arranging Tertulias. A Tertulia is based on the same concept as the lecture series, but with students as presenters. I'm happy to be inspired also by my fellow students!

Hopefully the lecture series adds something extra to your McGill experience – it certainly has for me!

ANDREW
DEAK

SHARE THE KNOWLEDGE: SOME TIPS FOR GETTING YOUR WRITTEN WORK OUT THERE

We do a lot of writing at this faculty. Much of it is sent off the to the SAO, never to be seen again. I am writing this little note in the Quid to share some experiences with my fellow students on how to further disseminate your writing – something profs can help you with too, if you ask. It can often be a bit disheartening to write papers that are looked at once, by one prof, and often receive little feedback. The whole process can leave you a little empty (even if you do really well). I suggest getting your work out there and engaging with other communities, academic or otherwise.

There are two main academic avenues you can take to disseminate your work. The first, and arguably the easiest, is through conference presentations. For conferences you will just need to submit a pithy abstract of your paper, rather than have the whole thing scrutinized. Where might you submit your abstract? Well, just ask around. Your profs are a good source of this kind of information, as are graduate students. Two conferences that happen annually that accept a wide range of papers are the Toronto Group for the Study of International, Transnational and Comparative Law Annual Conference and the Windsor Review of Legal and Social Issues Annual Student Conference. I had the pleasure of presenting at the Toronto Group conference this year, which was entitled: "Praxis of Resistance: Communities of Inclusion and Exclusion." (Thank you to the Dean's Discretionary Fund for its support). I can highly recommend this conference: the participants are all young legal academics from around the world doing interesting and cutting edge critical research.

There are other non-law conferences where your work might fit. For example, just this past week there was a mega-conference in Montreal: the annual gathering of the International Studies As-

sociation. This conference had over 4000 presenters. I was able to present a paper on global judicial politics (and again, thank you for to the Dean's Discretionary Fund for its support). With so many presenters, these mega-conferences are easier to get your work accepted, so long as it fits the general theme.

A second academic avenue for getting your work out there is through academic and student-run journals. Often journals will just turn away your paper with short note 'thanks but no thanks' and no substantive feedback; sometimes, your paper will go out to several reviewers and you will get experts giving you more feedback than you would usually get in the context of a course or a term paper. If you get substantive comments, the entire review process can be immensely rewarding and you will learn more about the field in which you wrote your paper.

I don't want to privilege the academic route; there are lots of useful and productive ways to get your work out there and share it with the world. For example, Natai Shelson's pieces in the Quid, which were the product of research for her term paper on the gendered legal experience, were an excellent way to share important, relevant and timely research with those to whom it matters most: the McGill Law community. There are other avenues, too, such as editorials to ordinary newspapers, or other campus publications, such as the McGill Daily or Le Délit. If you have written on socio-legal issues, then you could make a voice recording and submit it to our very own LegalEase radio show that is run out of CKUT.

So dust off those papers and share your work with the world!

HEBREW UNIVERSITY LETTER

Authors' Note: The following letter was sent by a group of concerned students to the Faculty of Law's Administration and the Centre for Human Rights and Legal Pluralism. Several members of the McGill Law community have requested to read the letter. Minor changes have been made for length.

To Whom It May Concern:

We write this letter on behalf of ourselves and other students who have serious concerns about the McGill-Hebrew University Summer Exchange Program in Human Rights. We wish to address these concerns to all those involved in the program, both faculty members and members of the Centre for Human Rights and Legal Pluralism. For the reasons set out in this letter, we urge the CHRLP to cancel the proposed program.

We commend the CHRLP's efforts to advance innovative human rights research and encourage dialogue about critical issues in the area of human rights law through partnerships with other institutions. Such programs provide students with the opportunity to enrich their legal education and ground abstract legal principles in reality.

However, we are extremely concerned about the proposed summer exchange program in human rights law. Israel's human rights abuses against Palestinians, both in Israel and in the Gaza Strip and West Bank, have been well-documented. These violations include the disproportionate use of force by the IDF against Palestinian civilians; the ongoing demolition of Palestinian homes in East Jerusalem by the IDF; and significant restrictions on freedom of movement through the blockade on Gaza.¹ Following Operation Cast Lead, the UN's Goldstone Report went so far as to state that deprivation and abuse of Palestinians in the Gaza strip could lead to a finding that the State had committed crimes against humanity.² In addition to these violations, laws restricting citizenship and entry into Israel have attracted international criticism for their violation of international human rights norms on grounds of racial discrimination.³

Hebrew University, the site of the exchange, is not detached from human rights abuses inflicted by the Israeli government. In 2002, the University awarded 1,500NIS in scholarship money to students who went on reserve duty in combat units for at least three weeks in operation "Defensive Shield" which led to serious violence in the West Bank.⁴ It hosts a military base on its Givat-Ram campus. The Hebrew University Mount Scopus campus has expanded onto Palestinian territory that Israel has occupied since 1967.⁵ News outlets have recently documented attempts by the University to forcibly remove Palestinians from their homes to expand the campus on land it had seized.⁶ Some of the University's student resident buildings are also built in French Hill, which is considered an illegal settlement by the international community.⁷

Moreover, the University's willingness to engage in honest, criti-

cal discussion about actions undertaken by Government is questionable. Upon publication of the Goldstone report, Richard Goldstone was effectively dismissed from the University's Board of Directors⁸, begging questions about the place of dissenting voices on that campus.

Other incidents at the Hebrew University indicate that the University is engaged in discriminatory practices towards the Arab minority in Israel and that it stifles Palestinian voices on campus. Non-Jewish visitors have reported being subject to humiliating "background checks," and some have been arbitrarily blocked from accessing the campus. In a specific incident, the Arab members of the Alternative Information Centre, an NGO based in Jerusalem and Bethlehem had its members face a demand for a character reference from the police in order to put up an information booth at the school's fair.⁹ In another incident, an Arab student from Haifa University was arbitrarily banned from the Hebrew University campus and forbidden from accessing research in its library that he needed for his thesis.¹⁰ In perhaps the most worrying incident of repression of liberty of expression, the chairperson of the Palestinian student's union, Ali Bahar, had his student ID confiscated, was beaten by guards and interrogated by campus security, then threatened with severe disciplinary action by the administration because he criticized Shimon Peres and refused to shake his hand when Peres was strolling through campus. Another Palestinian student who attempted to help Bahar when he was being assaulted by guards was also apprehended and had his ID confiscated.¹¹

This backdrop described seems particularly ill-suited to a program that seeks to educate future generations of lawyers about human rights and international law. **Given that the program is funded in part by the Israeli government¹² and that Palestinian perspectives figure nowhere in the curriculum, we are concerned about biases that might colour any discussion of discrimination, minority rights, and migration within the Israeli-Palestinian context.**

As members of McGill's student body, we are also concerned about the discrimination against and harassment of fellow Arab and Muslim participants in the program. Indeed, numerous cases alleging discrimination and abuse of Muslim and Arab people at entry and exit points to Israel and the Occupied Palestinian Territories have been filed against the Attorney General of Israel. Dr. Huneida Ghanem, for instance, an Arab citizen of Jerusalem, was strip-searched and harassed on her way to an academic lecture in France.¹³ Dr. Nadera Shalhoub-Kevorkian, an Arab citizen of Haifa, recently submitted a tort lawsuit for damages against the Israeli airports authority for humiliating and degrading treatment that she suffered on her way to an academic conference.¹⁴ Reports from Arabs and Palestinians visiting Israel from Western countries consistently show a degrading and humiliating exceptional treatment, coupled with threats not to visit the West Bank or the Arab parts of Jerusalem.¹⁵ Even Professor Donna Shalala, a

69 year old American born in America who served for 8 years as President Clinton's Secretary of Health, was detained upon her arrival to Israel. Ironically, she was in Israel as part of an official delegation of the heads of universities fighting against the academic boycott of the Jewish State.¹⁶

Based on the above information, we believe that the Hebrew University Program is discriminatory against Arab and Muslim McGill law students. We also believe that the Hebrew University program would not withstand scrutiny based on principles laid out in McGill's Green Book on Student Rights and Responsibilities. The program may be discriminatory on its face against students of Arab ancestry and/or Muslim confession, given the socio-political context of the Israeli State. On the basis of a cursory analysis, it seems that program contravenes two sections of the student compact. Chapter 1: Charter of Students' Rights [Charter], Part 1: Fundamental Freedoms, s. 2.1 states every student has a right to equal treatment by the University; not impaired by discrimination. This is further elaborated in s. 3:

Every student has a right to the safeguard of his or her dignity and a right to be protected by the University against vexatious conduct displayed by a representative of the University acting in an official capacity.

A preliminary application of the outlined setting of Hebrew University to the *Charter* gives the impression that first, McGill students of Muslim confession or Arab ancestry will not be treated equally by the University, and second, that rights of those specified McGill students would not be safeguarded against vexatious conduct by its representative partner, in this case, Hebrew University. It seems that this lack of protection may provide grounds for an individual student grievance before the Committee on Student Grievances.

The second relevant section is chapter four, The Policy on Harassment, Sexual Harassment, and Discrimination Prohibited by Law [Policy]. The Policy's preamble explains that McGill aims to create an "equitable environment in which all members of the University, at all levels, regardless of the nature of their work or area of study are free from Harassment, Sexual Harassment and Discrimination Prohibited by Law." The preamble defines the notion of equity as "respecting dignity" and "giving fair treatment to all members of the University Community." According to s. 1.2, the principles of the Policy are also to be interpreted consistent with the CCQ and QCHRF. The relevant provision is s. 2.6, Discrimination prohibited by law.

2.6 Discrimination prohibited by law means any action,

¹Monitoring and Documentation Field Report, Al-Haq. April-June 2010.

²Goldstone Report, Executive Summary.

³Concluding Observations of the Human Rights Committee—Israel, CCPR/C/ISR/CO/3, 29 July 2010, para. 15.

⁴See http://www.alternativenews.org/images/stories/downloads/Economy_of_the_occupation_23-24.pdf at p. 13

⁵For more information on this, please refer to: http://www.alternativenews.org/images/stories/downloads/Economy_of_the_occupation_23-24.pdf at p. 19 ("Hebrew University has already built on lands belonging to the Palestinian villages of.. al-Issawiya, and Wadi al-Joz"), and to:

<http://www.bdsmovement.net/?q=node/700> ("More than one year after Israel's military occupation of Gaza and the West Bank (which includes East Jerusalem, according to UN Security Council resolutions), specifically on 1 September 1968, the Israeli authorities confiscated 3345 dunums of Palestinian land. The basis for the illegality of the Hebrew University land confiscation deal is

Continued from previous page, article "Hebrew University Letter"
that this land is part of East Jerusalem, which is an occupied territory according to international law).

⁶See e.g. <http://www.washington-report.org/component/content/article/214/3336-hebrew-university-seeks-to-remove-forcibly-five-palestinian-families-from-land-it-has-seized.html>

behaviour, or decision based on race, colour, sex(including gender identity), pregnancy, sexual orientation, civil status, age (except as provided by law), religion, political conviction, language, ethnic or national origin, social condition, a disability or the use of any means to palliate a disability which results in the exclusion or preference of an individual or group within the University community. This includes both the actions of individual members of the University and systemic institutional practices and policies of the University.

Again, based on the application of the setting at Hebrew University, it seems that a complaint may be submitted to an Assessor on this ground.

These two issues raise serious questions about the nature of the program and how it fits within McGill's mandate. In other dangerous situations, the McGill administration has flatly interdicted engagement with certain academic communities. In the current context, there is evidence of potential conflict with the McGill University's Student *Charter* and *Policy* at both the State and institutional level.

For the reasons outlined in this letter, we urge the CHRLP to cancel the proposed exchange between McGill and Hebrew University. Failing this, we urge at the *bare minimum* that there be serious and honest inclusion of Palestinian perspectives in the program through concrete means. More broadly, we urge the program's organizers to incorporate visits to occupied East Jerusalem, underserviced Arab areas in Israel, and the West Bank (it is impossible for virtually anyone to access the Gaza strip due to the continued Israeli blockade, therefore that is unfortunately not an option), as well as meeting with leading NGO Palestinian monitoring bodies and Palestinian Human Rights organizations to learn about human rights issues in the region from the Palestinian perspective. This would seem to fit neatly within the CHRLP's stated mandate, and would certainly provide a more balanced approach than simply meetings with Israeli state officials, NGO's and the Israeli judiciary, as has been published on the website for this program.

DINA AWAD (3L)

JESSE GUTMAN (3L)

RACHEL GOTTHILF (3L)

SAFIA LAKHANI (3L)

⁷EU Report: "Israel 'Actively Pursuing Illegal Annexation' of East Jerusalem" (Report notes that, "Israel is increasing settlement activity in three east-facing horseshoe shaped bands in and around East Jerusalem, linked by new roads...in the existing major East Jerusalem settlement blocs.. running clockwise from..French Hill..") online at: <http://www.fmep.org/reports/archive/vol-19/no.-2/eu-report-israel-2012actively-pursuing-the-illegal-annexation201d-of-east-jerusalem>

⁸<http://www.jpost.com/Israel/Article.aspx?id=177529>

⁹<http://electronicintifada.net/v2/article5892.shtml>

¹⁰http://www.adalah.org/eng/pressreleases/pr.php?file=03_03_05

¹¹http://www.adalah.org/eng/pressreleases/pr.php?file=08_11_05

¹²The McGill Law administration has confirmed in an email that this exchange is being partly funded by the Israeli government.

¹³See http://www.old-adalah.org/eng/pressreleases/pr.php?file=27_01_11

¹⁴See http://www.adalah.org/eng/pressreleases/pr.php?file=28_1_10.3

¹⁵See "Palestine is Illegal" online: <http://electronicintifada.net/v2/article9648.shtml>

¹⁶See <http://www.ynetnews.com/articles/0,7340,L-3931210,00.h>

CARTOON

Law II

ERDAL
GOK



Law II

LAURIE
BIRBILAS
& ADAM
LA FRANCE

3L CO-PRESIDENT WELCOME ADDRESS

Dear 2L (soon to be 3L) Students,

Premièrement, un grand merci à tous les étudiants, votre encouragement et soutien de notre candidature est grandement apprécié! Nous ferons de notre mieux l'année prochaine pour représenter vos intérêts au sein de la faculté et d'organiser des événements pour tous les étudiants.

We also have good news for everyone! This past year, your 2L class presidents, Gabriel and Marc-Etienne, did an excellent job raising money above and beyond the budget allocated by the LSA all while hosting two fantastic events. As such, we have a \$160 surplus that will be transferred to funding more great events next year!

Nous savons tous à quel point organiser des événements qui plaisent à tout le monde est un grand défi. Néanmoins, l'année prochaine nous allons intégrer des procédures (tel que des sondages) qui vous permettront de partager vos idées et vos suggestions.

In closing, we wish you all the best during these last few weeks and exams. We look forward to welcoming everyone back next fall for what promises to be another great year!

Until then,
Laurie Birbilas & Adam La France

**PROF.
TETLEY**

THE IMPORTANCE OF THE QUEBEC “OCTOBER CRISIS, 1970” TO THE “QUIET REVOLUTION” IN THE PROVINCE OF QUEBEC (AND THE REST OF CANADA (ROC) AS WELL)

I INTRODUCTION

- 1) It is not generally known, let alone appreciated, that Quebec’s October Crisis of 1970 was not only a turning point in the “Quiet Revolution” of Quebec and Canada, but was one of those very rare moments in history when a revolution against established political authority was turned back democratically by the government in power, who refused to negotiate with a rump of violent revolutionaries already responsible for murders and violent acts.
- 2) Throughout history, individuals and minorities have always been predominant in the development of new political philosophies and movements. Major reforms and revolutions have been brought about by majorities who, for the most part, have been led by small groups of persons, who lead, convince, enthuse and entice the majority to follow them.
- 3) Thus, the French Revolution, began in 1789, was at first a small act of a minority who stormed the Bastille. Similarly, the Russian Revolution of 1917 was the work of a small number of people, who began a workers’ strike in Petrograd, which strike spread to the majority.
- 4) In both the French and the Russian revolutions, the majority fell to the forces of a dictatorial leader. In France: Napoleon, in Russia: Stalin.
- 5) The Quiet Revolution in Canada successfully defeated the forces of violence in the October Crisis, 1970, when the Front de Libération du Québec (FLQ), supported by the Parti Québécois, were overcome by the democratic majority.

II THE QUIET REVOLUTION IN QUEBEC

- 1) It is often believed that the Quiet Revolution in Quebec began in 1960 with the election of Jean Lesage and his Parti Libéral du Québec. It is also often believed that the Quiet Revolution ended in 1966 with the defeat of the Jean Lesage government.
- 2) In reality, the Quiet Revolution began with a new leader for the Liberals in Quebec - Georges-Emile Lapalme, when, in 1968, the Quebec Liberals broke from the Federal Liberal Party and formed the Quebec Liberal Party.
- 3) The Quiet Revolution did not end with the defeat of Jean Lesage’s Parti Libéral du Québec in 1966, but was actually continued on by the l’Union Nationale – led by Daniel Johnson, Sr., who was succeeded by Jean-Jacques Bertrand.

4) The Quiet Revolution was then continued on by Robert Bourassa, who defeated the l’Union Nationale in 1970.

5) In 1976, René Lévesque continued on the work of the Quiet Revolution, as did Robert Bourassa in his second regime in the 80s.

III THE OCTOBER CRISIS, 1970

- 1) In 1970, a major event defined the Quiet Revolution, and that was “the October Crisis”, where the Front de Libération du Québec (FLQ) murdered six persons from 1966 to 1970 and then kidnapped James Cross, the British commercial attaché and Pierre Laporte, Minister of Labor in Bourassa’s cabinet. The FLQ murdered Laporte and this resort to violence found no place in the Quiet Revolution - “La Révolution Tranquille”. The Parti Québécois wishing to separate Quebec from Canada, at any cost, sided with the FLQ and their violence. As a result, the Parti Québécois lost credibility and has lost two referendums on separation in Quebec because Québécois, French and English, refuse to support a group which itself officially supported violence.
- 2) In October 1970, 16 persons signed a petition calling for negotiations with, and the release of, convicted murderers for Cross and Laporte. Even Claude Ryan was one of the 16 to sign the petition.
- 3) Jacques Parriseau, one of the 16, did realize the folly of the Parti Québécois – FLQ position - and was against their actions, but it was too late and the FLQ murdered Laporte.

IV SUMMATION

- 1) Minorities throughout the world have led revolutions which have become generally popular and viable. This was true in Quebec in 1970.
- 2) The October Crisis was a defining moment in Quebec’s Quiet Revolution. The majority favored the Quiet Revolution, but the Parti Québécois, apparently so eager to form the government that they backed the FLQ, who had already killed six innocent persons, supported violence to separate Quebec from Canada and murdered Pierre Laporte. The FLQ was never part of the Quiet Revolution, but was always violent. The Parti Québécois in October 1970, in supporting the FLQ and their violence, left the Quiet Revolution and, subsequently, lost the confidence of the population in two subsequent referendums.

NICHOLAS
CHOINIÈRE

LAW STUDENTS WIN INTRAMURAL VOLLEYBALL LEAGUE

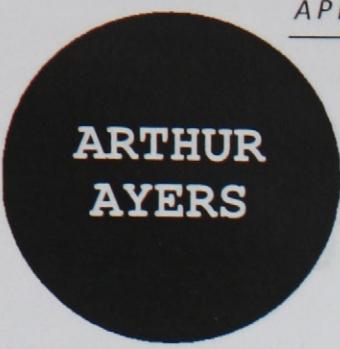
By beating the Fire Breathing Rubber Duckies in their last game of the semester on Tuesday, March 29, the Psychedelics stood at the top of their intra-mural co-rec volleyball league standings. The Psychedelics, a team of law and psychology graduate students, won every single one of their games, most of which were played at the Currie Gymnasium.

Their most recent victory was made all the sweeter by the fact that, up until that point, the Rubber Duckies had not lost a single set. The Psychedelics, in an unrivaled show of team spirit and determination, easily took the game in two sets. The team was led by seasoned captain Colin Campbell, a PhD student in Educational Psychology. Assisting him in recruitment of players was the Law Faculty's own Ana Poienaru. Both of them led by example and did not miss a single game.

Other team members from the Department of Psychology were the dynamic Kevin Dugas, Shannon-Dell MacPhee, and Eric Poitras. The rest of the team, representing the Law Faculty, included the enthusiastic Alexandra Mazgareanu, the effervescent Alexandra Masciuch, the skillfull Juan Pinto, the animated Nicholas Choinière and the jovial Jessica Drohan.

The Psychedelics hope to continue their winning streak as long as possible both throughout the summer and next year. Good luck to all the other faculty teams wrapping up their respective seasons!





**ARTHUR
AYERS**

DOING BUSINESS BEGINS BY DOING WHAT'S RIGHT

On Monday March 14th, Davis LLP hosted McGill students and other professionals associated with APLAM¹ and QALBA² for a discussion of legal practice and Japan with no less than four distinguished panelists:

- Mr. Donald Campbell (<http://www.davis.ca/en/lawyer/Donald-W-Campbell>);
- Me Michiko Hara (<http://www.davis.ca/en/lawyer/Michiko-Hara>);
- Me Douglas Buchanan (<http://www.davis.ca/en/lawyer/Doug-Buchanan-QC>); and
- Me David Rothschild (<http://www.davis.ca/en/lawyer/David-W-Rothschild>)

The group was small, but the evening had a heartwarming element and valuable lessons for life and the practice of law in store for us. We were then told the story of the firm's relationship with Japanese clients.

In the early years following World War II, anti-Japanese sentiment was still rife in Canada and B.C., but Davis took on the Japanese cause. Lead by lawyer Bob McMaster, they had a deportation order for 10,000 Japanese-Canadians under the *War Measures Act* rescinded, and persuaded a Royal Commission to recommend higher compensation for Japanese-Canadians whose property was seized during the war.

Most notably, Davis hired George Fujisawa in 1957 when no other firm would. Le-

gend had it that many of the firm's clients threatened to leave them if they "hired that Jap" but never did. Thanks to George and Davis' support, the firm came to act for almost all the Japanese companies doing business in B.C.

Not only was this a shrewd business decision, but Me Buchanan highlighted that hiring George Fujisawa was "just doing the right thing". This is a welcome breath of morality and justice in the age of anonymity, profit maximization and easily interchangeable relationships. Many of us, I feel, often forget this part way through law school. Remember your application letters to McGill...

So all is well that ends well, right? Certainly, but to get to that end, what is it like to do business with the Japanese? According to our panelists, it is a daunting challenge that explains why such a tiny country rebuilt itself from the ashes of WWII to become the world's third largest economy.

The Japanese are a paradoxical people. Meticulous, perfectionist and demanding, says Me Hara, whose clientele is exclusively Japanese. Hierarchical and officious in all spheres of life, concurs Mr. Campbell, yet also the most democratic people in some respects. He related how the second runway at Tokyo's international airport, located on fields previously owned by farmers, was built only in the 1990s, long after the first was constructed. Though presumably capable, the Japanese authorities were unwilling to expropriate the necessary land from local farmers who vehemently opposed. In essence, the government waited until they all passed

away and their successors were unwilling to continue the fight.

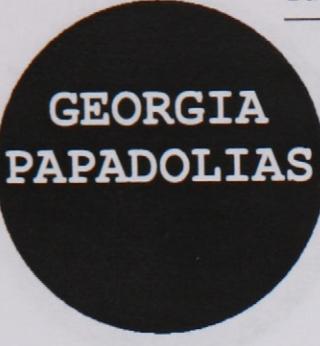
The Japanese place great importance on personal relationships. Me Hara notes that although they are demanding, they are also among the most loyal of clients. Those of us who are familiar with the McGill Legal Information Clinic's case ownership policy can understand why this is so. Volunteers at the clinic are responsible for their cases from beginning to end; they cannot be passed to others for completion. Why? Clients are not simply business opportunities; they are human beings who put their trust in our abilities and powers. They remember our diligence and effort, and remember all the more if we abuse that relationship.

While it is true that the same scandals and corruption take place in Japan as they do anywhere else, the airport example illustrates the respect with which the Japanese government treats the electorate it, after all, depends on. This is why it has never abused its citizenry, says Me Hara. Similarly, we also, after all, cannot be lawyers without clients.

So do your homework, says Me Rothschild. Be diligent and read vociferously about your clients' literature and history. And never make the mistake of letting success make a case seem too small. Behind every case, there is a person.

¹Asia-Pacific Law Association of McGill

²Quebec Asia Law and Business Association



**GEORGIA
PAPADOLIAS**

LSSSE SURVEY: PARTICIPATE FOR A CHANCE TO WIN A 300\$ APPLE GIFT CARD!

My name is Georgia Papadolias. This past March, I was hired to fill a new student position at the Student Affairs Office. Over the past few weeks, I have worked closely with the Assistant Dean, Student Life and Learning Aisha Topsakal, revamping course offerings and registration materials. Despite my short time on the job, it is clear to me that student feedback is essential to improving services on the 4th floor.

Over the next few weeks, please take the time to express your ideas and concerns, whether it is in a formal CDO/SAO Survey, course evaluations or directly to someone on the fourth floor. There are a number of ways to express your feedback, and I would like to encourage you to do so in as many ways as possible, whether you have positive or negative comments. Comme certains d'entre vous ont déjà lu un email envoyé par la Doyenne Adjointe Aisha Topsakal concernant le sondage LSSSE, j'aimerais prendre quelques minutes pour vous expliquer pourquoi c'est important de le compléter.

The Law School Survey of Student Engagement (LSSSE) is a survey designed for students to provide information about your law school experience, including your views about the quality of your education and how you spend your time. Votre participation et vos réponses sont essentielles afin que les résultats du sondage soient le moindrement utiles pour améliorer l'expérience étudiante et l'apprentissage à McGill. De plus, sachez que vos réponses demeurent confidentielles. Individual student responses are not identifiable in any reports.

This data is extremely valuable, as it forms the basis for possible reforms and alterations to curriculum and policy. But it's also important that McGill finds out di-

rectly from you about your experience and then shares what it learns through comparisons with other schools. Sans cette information, la faculté ne peut pas identifier les points à améliorer pour mieux répondre aux besoins des étudiants. The more McGill Law knows about its students, the more likely it is that faculty, academic and student administrators can take appropriate action that will improve legal education.

Puisque je n'ai sûrement pas réussi à convaincre chacun d'entre vous, voici quelques modifications concrètes qui ont été effectuées grâce à votre participation dans le passé.

In response to student feedback, the faculty has looked for ways to continue to increase availability of course offerings during the summer term. As recently as three years ago, there was less than half the number of courses offered throughout the summer. This year, a six-part "First Year Student Life & Learning Series" was launched which aims to support students at critical points during their first year of law school. En effet, les séries d'information comprennent des conseils sur l'écoute active, la lecture, la prise de notes, les méthodes d'étude et l'écriture juridique, le langage et le vocabulaire, la préparation aux examens et la gestion du stress, le fonctionnement du système d'inscription de Minerva, comment choisir ses cours, les cours hors faculté et les « non-law credits ».

In response to student needs, the faculty has begun working with McGill Counseling and Mental Health Service to develop new programs to help students who are struggling with depression, stress, anxiety or just a general feeling of uncertainty about their future. The peer-to-peer mentoring program is an innovation that will

be introduced shortly to help students who suffer in silence. For students who voluntarily wish to participate, they would be paired with an upper year student who could help address their concerns and would be knowledgeable in the Mental Health Services that McGill provides.

New programs launched this year include: SAO advising drop-in hours, allowing students to meet with the Student Affairs Officer and Coordinator for information and guidance on programs, registration and exchanges. Also, the CDO and SAO have planned various Q&A sessions during the year on topics of interest, such as recruitment deadlines, career events and questions regarding the Majors, Minors, Honours and other B.C.L./LL.B. program options. The CDO has also hired two students to work on the public interest career guide in order to improve the resources offered to students. Furthermore, there have been initiatives to minimize emails to students. L'envoi des courriels a été ciblé par cohorte, et le SAO a également utilisé le Quid davantage pour transmettre les informations importantes.

Comme vous pouvez le constater, des changements concrets peuvent être effectués lorsque vous nous faites part de votre avis ! Student feedback plays a real and important role in creating and implementing new programs. Please take the time and participate in the LSSSE Survey, course evaluations and the CDO survey. It will only take a couple of minutes, and you will make a real difference in what kinds of reforms are initiated. De plus, les étudiants de la faculté de droit qui participent à ce sondage sont automatiquement inscrits à un tirage pour une carte cadeau Apple d'une valeur de 300 \$. Merci de prendre le temps de le compléter et bonne fin de session !



NATAI
SHELSSEN

LAWST & FOUND:

PART 5: RESPONDING TO THE GENDERED EXPERIENCE OF LAW SCHOOL

Before getting into this week's article, I would like to take a minute to thank Jamie and Charlie for their responses to my series. These responses demonstrate that it is possible to be critical of a feminist piece and not come across as a chauvinist. Their responses merit a response of my own:

Jamie, firstly, thank you for treating my research with such kindness. I especially appreciated your comment that generalizations such as the ones I have made can reinforce gender stereotyping. I have really struggled with this issue while writing my series; I know that it does not do justice to the wide variety of student experiences. And, despite how it may come across, I am not a Difference theorist. While many women identify with the gen(de)ralized experience I have described, some don't. Personally, I have seldom felt inhibited in the classroom. And of course men feel alienated in law school as well – some of the men I interviewed were just as torn up about their law school experience as the women. It was never my intention to oversimplify, dichotomize and generalize to the point of detracting from those experiences. One of the greatest criticisms of feminist studies is that they have a tendency to clump all women together, neglecting to recognize their varied experiences. I'm afraid I've found it difficult not to fall into this trap – five 1,500-word Quid articles doesn't provide much room for nuance. That being said, my data has revealed a clear pattern of feelings of alienation and transformation among female law students at McGill. The explanations for this transformation are mine, but the transformation itself exists, and must be addressed.

Charlie, you raise a very good point about the absence of comparative statistics of

the male experience of law school. When I started writing this series, I made a very conscious decision not to include that information. All too often, the male experience becomes the reference point, and women's experience is only considered in comparison to that. My research was very conscientiously about *women*. This choice required a lot of exclusions. Along with excluding analysis of the male experience, it also excluded a more nuanced analysis of women of colour, lesbians, women from different socioeconomic backgrounds, etc. These issues, of course, came up in the context of my interviews, and they deserve further research. That being said, my research on mental health in the Faculty considered the overall student experience of law school, and the results were (sadly) nearly just as dismal, so clearly women are not the only ones struggling emotionally and psychologically with their experience of law school. My results have demonstrated, however, that, in general, women self-report struggling with these issues to a greater extent than men.

Recommendations for Addressing the Gendered Experience of Law School

As we have seen, the gendered experience of law school manifests itself in a variety of ways, including lower participation rates among women and lower self-esteem, increased feelings of inadequacy and lower self-perceptions of success among women. It is also seen in the loss of "femininity" women suffer as they begin to think, talk and dress like lawyers, and the eventual separation from self that women undergo in order to make the necessary sacrifices to survive the "transition". These manifestations are symptomatic of a much larger problem, the roots of which must be addressed.

Based on my interviews and surveys, it would seem that there are five major factors that contribute to the gendered experience of law school and its negative impact on women: the culture and values espoused in legal education, general social norms and values, the pedagogical practices commonly used, the lack of accountability and action by students, and the influence of the legal profession on legal education. I will focus on only two of these:

1) Pedagogical Practices in the Classroom

A professor's approach to pedagogy has an enormous impact on the student experience. Law school classes, especially lower-level courses, generally consist of a lecture twice a week, and a final examination that counts for 70% - 100% of a student's mark. This approach doesn't consider students' different learning styles and needs, and may hinder students' learning. Interview participants explained it this way: In a law school classroom, "*dialogue is one-way. People around you may have great ideas and gendered perspectives, but you don't really get that because you're not supposed to be talking.*" The concept of Professor as Dispenser of Knowledge and Students as Empty Receptacle has important ramifications. It tells us that "*certain modes of knowledge are considered acceptable.*" This approach promotes a "*particular set of skills that have generally been associated with male thinkers.*" Professors should move away from this strict lecture-style format and develop an approach that responds to students' needs.

Many women emphasized the importance of participatory and collaborative learning in the classroom. Employing different methods to draw out female participation

LAWST & FOUND: continued...

may help quell the glaring disparity between female and male participation. For instance, small group discussions in the classroom provide a less threatening environment for students to share their ideas and opinions, and provide students with the opportunity to connect with the material in a safer setting. Further, providing students with positive feedback when they contribute is a crucial step in encouraging classroom participation. As one student described, *"One of my female professors in particular works really hard to level the playing field, to make her feedback consistent and encouraging and welcoming. Hers is one of the only classes I feel comfortable talking in, because I know that even if I'm not completely right, I'll get a "that takes us in a really interesting direction", or "you were right up to this point."* It is important to mention that, even over the four years I've been here, I've seen changes in the pedagogical practices employed in the classroom. There has been an obvious effort on the part of professors at McGill to adopt different approaches in their classes. These efforts are definitely appreciated and serve as reminders that such changes are not only possible, but can also have an important positive impact on students.

Many female students explained that if a professor makes it clear that s/he knows there is a gender imbalance and brings it to the attention of the class, s/he is re-laying the importance of the gendered experience to both female and male students in the classroom. Raising awareness may alleviate some of the pressure women place on themselves; they may be internalizing their inability to participate and attributing it to individual flaws, without realizing the gravity of the phenomenon. Making a point to select (voluntary) female participants – akin to an affirmative-action type program – may help women to realize the value of their contributions, and encourage them to speak up in class.

Finally, professors must make an effort to make the classroom a safe space. "The classroom needs to be a safe space where people can say what they want and not feel pressure or that they are being judged." Engaging with gender – "challenging sexist ideas and raising awareness of gender issues" rather than "sweeping [gender] under the rug and letting to it be there without talking about it which is an approach taken in quite a few classes" – can have a significant influence on the gendered experience of women in law school. If a professor creates an atmosphere where it is acceptable and legitimate to raise gendered issues and engage in gendered discussions, women may feel less threatened in the classroom and begin to speak up.

2) Holding Students Accountable

Recognizing and addressing the gendered experience of law school and its impact on female law students at an institutional level and within the classroom is crucial to developing a full solution, but it is equally important to hold students accountable. Among the most important initiatives that must be undertaken by students – particularly women, those hardest hit by the gendered experience – is raising awareness. Once all students are aware of the difficulties presented by the gendered experience, we can begin to take steps to address it.

One of the most shocking realizations I had when conducting this research was how little men understood the female experience of law school. Very few men, both in surveys and in interviews, believed that women experienced law school differently from men, that women were treated differently than men, or that women's experience might be more negative than men's for a variety of gender-related reasons. Change must be preceded by education and awareness. Students need to know about this phenomenon. The first thing that female law students must do is speak up and share their experiences. I

have heard too many stories whispered in hushed tones with pledges of utmost secrecy, relaying stories of pain and confusion caused by sexism and discrimination. Women have to tell these stories à haute voix for the world to hear, because they have nothing to be ashamed of. In my interviews, women sometimes had a hard time opening up about the gendered experience of law school because of its "givenness" – they considered the gendered interaction to be so normal that they didn't see their shared "gendered experience". As I began to tell my own stories, the sharedness of our experiences became more apparent. Female law students need to tell their stories, use their voices, and encourage other women to do the same.

This sharing can be done both formally and informally. Telling stories between friends is important for garnering support and solidarity, but sharing can happen in more formal settings as well. Sharing sessions among women held within the Faculty may help flesh out the gendered experience and help women see themselves in the experience of others. It is also important to share the gendered experience with men. While informal sharing provides opportunities for men to hear and understand the gendered experience, it may feel threatening and unsafe for many women. A more formal measure, like Fishbowl sessions, in which women share their experiences with one another while men are present but not allowed to interject, may provide a safer setting for women to share and men to hear.

Regardless of the mechanism, women must begin to use their voices in all kinds of forums. They must practice speaking up, telling their stories in articles in their student newspapers or in alternative forms of media, like Zines or postings on online social networks. Using their voices on a regular basis may help them speak up in the classroom. It will help normalize

the topic of gender, and may encourage others to speak up too. As more and more voices tell the story of the gendered experience of law school, it will become impossible to ignore at an institutional level and within the classroom.

Speaking of the institutional level, last week, Charlie called on the Administration to respond. While I don't necessa-

rily think that the Quid is the most appropriate forum for such a response, I do hope they're listening. Regardless of the criticisms that may be made of this research, it can no longer be denied (or ignored) that many people in law school are struggling. My belief, based on my research, is that law school remains a uniquely difficult experience for women, but there is no denying that law school is tough for everyone. I don't think it has

to be this physically, psychologically and emotionally demanding. I don't think it has to be such a struggle. I hope that one day, if my niece decides to attend law school, things will be different. But an effective solution – one that transforms legal education in such a way that women no longer feel that they are transformed in (and by) the process – requires a collaborative response from administrators, students and educators.

Faculty

PROF.
LECKEY

LETTER TO THE EDITOR

On the lack of written responses to Natai Shelsen's challenging articles on women in the law faculty, Charlie Feldman writes: "If there's someone who I think needs to respond, frankly, it's the administration or Faculty. Is someone on the fourth floor looking into gender issues?" (Postscript—March 29).

I agree with Mr. Feldman that Ms Shelsen's articles raise difficult and complex issues worth discussing. His assumption that the faculty administration should "respond" to articles published in the Quid Novi by individual students is questionable. Before proceeding, I emphasize that I am expressing only personal views.

What did Mr. Feldman mean by "response"? Should the dean or an associate or assistant dean have taken Ms Shelsen's articles as an occasion for communicating generally about gender issues?

Consistent with their research aim, Ms Shelsen's articles did not make proposals for advancing substantive gender equality. Thus an administrative response could not simply say yes or no to concrete suggestions.

A formal institutional response would entail critical engagement with Ms Shelsen's articles. It would become necessary to scrutinize the methodology, including the sampling and interpretation of data (see Jamie Gibson, Gender Challenges in Legal Education—March 29).

Indeed, might not an institutional response risk appearing to attack Ms Shelsen? Professorial responses to individual student

publications in the Quid—whether questioning the underlying data, partially refuting with details of measures already in place, or just disagreeing—would threaten its safety as a primarily student forum. Faculty responses targeting individual students might deter others from expressing themselves, reproducing the classroom hierarchy in the student paper.

Recall that Ms Shelsen's articles were not a formal report or request coming from the Law Students' Association or other student organization. If the laudable aim is to engage in dialogue with the administration, it's worth using more official student channels.

The output from such channels would have a better claim to representing a wider cross-section of students. In any event, a starting point might be acknowledgement of the diversity of perceptions and experiences. I know that in my case, some students assess my classrooms and office hours as intimidating, others as safe spaces.

I write with deep admiration for Mr. Feldman as the Quid's outgoing in-house diva (and Skit Nite impresario). But could an administrative response in these pages have done justice to the important issues raised by Ms Shelsen? To think so is to overlook a crucial part of what makes the Quid Novi so special.



CINDY
KOU

DIFFERENT REACTIONS TO ADVERSITY

First, I'd like to thank Natai for doing the research paper that she did. I'd also like to thank Charlie and Jamie and Malcolm for their (non) responses. Discussions about law school being a gendered experience are divisive ones, but I believe this only goes to show how deeply this issue touches us. For me, Natai's study hits a particularly soft spot because I was (and sometimes still am) one of those people who don't instinctively feel that what I have to say has value. I remember conversations in 1L at various coffee shops where a few women – "studying" – began to chat. Initially jokes about the colleagues whose interventions seemed out of place, then, slowly, about how we, ourselves, felt shy to speak in class. Natai's article has shown that silence and self-doubt are not abnormal or rare responses to adversity, and this message, in itself, is empowering.

Natai's study demonstrated a systemic difference in reactions to challenges, and for me, the interesting part was understanding some of its causes. A recent article in the Huffington Post supported Natai's findings. Dr. Heidi Grant Halvorson wrote:

Bright Girls were much quicker to doubt their ability, to lose confidence and to become less effective learners as a result. Researchers have uncovered the reason for this difference in how difficulty is interpreted, and it is simply this: More often than not, Bright Girls believe that their abilities are innate and unchangeable, while bright boys believe that they can develop ability through effort and practice.

Most likely, it has to do with the kinds of feedback we get from parents and teachers as young children. Girls, who deve-

lop self-control earlier and are better able to follow instructions, are often praised for their "goodness." When we do well in school, we are told that we are "so smart," "so clever," or "such a good student." This kind of praise implies that traits like smartness, cleverness and goodness are qualities you either have or you don't. Boys, on the other hand, are a handful. Just trying to get boys to sit still and pay attention is a real challenge for any parent or teacher. As a result, boys are given a lot more feedback that emphasizes effort (e.g., "If you would just pay attention you could learn this," "If you would just try a little harder you could get it right.") The net result: When learning something new is truly difficult, girls take it as sign that they aren't "good" and "smart," and boys take it as a sign to pay attention and try harder.¹

While Natai's and Halvorsen's data focus on gender differences, numerous heart-to-hearts with people of both genders in different years in the Faculty demonstrate that women are not the only ones feeling like they are better off keeping their thoughts to themselves until they've mastered all the material. Nor do all women feel this way. I believe many more interesting studies could be done on the effects of linguistic, ethnic, racial, personality (introverts vs. extroverts), and even class backgrounds on the law school experience.

My point, however, is that there are archetypes of responses to uncertainty or adversity. For some, the innate reaction is to back away and grope for Wikipedia. For others, the natural response is to ramp up the rhetoric and (perhaps subconsciously) hope to intimidate. For others still, a joke

and charming change of topic may be the solution.

The challenge that Natai's study places before us is this: How do we collectively create a safer learning space? Put another way, how do we help our shyer peers feel confident about what they have to ask or say?

- **To professors and TAs: Model and encourage confidence in interventions.**

Please, stop the student who starts sentences with, "I'm sorry if this is a stupid question," "My guess would be," "I don't know, but," or other such self-deprecating statements. This student has worked up the nerve to say something, but is clearly concerned about its value. Please invite them to restart, using more assertive wording. This is a skill that some need to learn and we could all use the practice. If nothing else, you are reinforcing the point that no one needs to preface their thought process with an apology.

- **To professors and TAs: Let the student finish his/her thought process.** Sometimes, students need a nudge in the right direction and a bit of time.

Alternatively/additionally, we can't articulate the answer right away, even though we may know or feel the correct response deep down. Once, in a large lecture, a colleague answered a tough question but floundered on part of the explanation. Exceptionally, the professor asked the rest of us to put our hands down and give this colleague a minute. To the student, she said, "You've almost got it, just talk it through." And the student did. Not only did the student get a great confidence boost, the professor showed the whole class that our ideas were valuable and

that she would help us develop articulation skills. Without this kind of coaching, how can we all be expected to be ace pleaders?

• **To all colleagues: Compliment your peers when it's merited.** When you think a colleague made a smart point in class or did something great, make a point to tell him/her. It doesn't have to be right away and it doesn't have to be an extensive accolade, but a little gesture goes a long way. You don't even have to really know

each other. We all just want to feel appreciated.

• **To shy colleagues especially: Fake it till you make it.** A lot of the time, we don't know what we're supposed to be doing because we only get one shot to try out new skills before we're evaluated on them (either in school or at interviews/jobs). We're smart, resourceful people, so here's a not-so-secret that an alumnus told me: Most of us are equally lost, so put a smile on your face, give it your best shot, and

be prepared to laugh at yourself a little if need be. Some of us are simply more confident (and therefore convincing) than others at this skill, but we're all just putting one foot in front of the other.

¹http://www.huffingtonpost.com/heidi-grant-halvorson-phd/girls-confidence_b_828418.html?view=screen

The LSA logo consists of a black circle containing the letters "LSA" in white.

LSA AWARD WINNERS

Le comité des prix de l'AÉD a fait sa sélection! Les fameux "LSA Awards" sont décernés chaque année et destinés à saluer l'excellence au sein de la communauté de la faculté de droit. Le comité est fier de constater que la communauté McGilloise regorge de leaders et de gens qui s'efforcent à faire la différence. Voici les récipiendaires:

LSA TEACHING EXCELLENCE AWARD

For her constant efforts to improve the educational experience of her students, we congratulate:

Professor Angela Campbell

LSA AWARD FOR CLUBS

For their outstanding contributions to the Faculty community through the organization of events and activities this year, we congratulate:

- Aboriginal Law Association
- MIFA (McGill International Foosball Association)
- Droit Criminel McGill

The ALAN NEIL ASSH AWARD

For their contribution to sporting and health-promoting endeavors at the Faculty this year, we congratulate:

- Lee McMillan
- Raphaël Girard

The PATRICIA ALLEN AWARD FOR PARTICIPATION

In recognition of their leadership and contribution to the Faculty community through participation in extra-curricular and co-curricular activities this year, we congratulate:

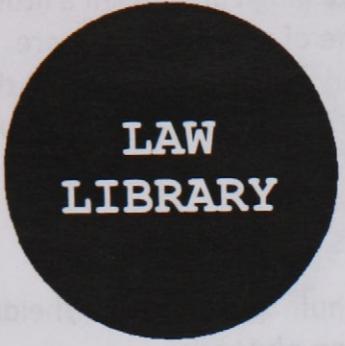
- Laurence Duguay
- Ian Clarke
- Laurie Birbilas
- Simone Samuels
- Farah Goulamhoussen
- Tanya De Mello

LSA GRADUATING STUDENT AWARD

For their outstanding contributions to the life of the Faculty during their years of study, we congratulate:

- Stefan Hoffman
- Charlie Feldman
- Natai Shelsen
- Tim Bottomer

FÉLICITATIONS À TOUS!



LAW LIBRARY

Question – Answer

- I can't find the **dictionaries and encyclopaedias** at their old place in the library. Where are they?
- Because of the planned renovations on the 2nd floor, the **dictionaries and encyclopaedias** (Reference Collection) have been moved to the shelves on the 3rd floor near the photocopy room. An additional signage will come shortly.

Dalloz online

As of last week, we have access to an amazing French law information resource **Dalloz.fr**. To be able to access it, click on the link [Legislation and cases - foreign jurisdictions](#) on the Law subject guide web-page <http://www.mcgill.ca/library/library-find-info/subjects/law/> and you will see it below the heading Foreign and International Resources.

La souscription Dalloz de La Bibliothèque McGill inclut:

- **Les fonds Dalloz en ligne** : Codes, Réper-

LAW LIBRARY NEWS

toires, Dalloz action, Revues, Jurisprudence, Formules

- **6 matières de droit actualisées en continu** : Civil, Affaires, Pénal, Administratif, Social et Européen - International
- **Dalloz actualité**, le quotidien web d'actualité juridique

More about uPrint

Copy card refunds:

To request a refund for any remaining balance on your copy card(s), please fill in the Copy Card Refund Form <http://ics.mcgill.ca/media/uprint/copy-card-refund-form.pdf>, print it, and come in person to the Copy Card Refund kiosk in **McLennan Library Building**: March 28 - April 26 (Mon - Sat from 10:00am to 5:00pm)

McGill passwords for printing:

You can go to Minerva (**Student Tab > uPrint - Campus Printing Menu > Password Waiver**) and fill in the **Password Waiver** form to be able to print by just swiping your card without entering your password. You should remember that if you lose your McGill ID card that is not pass-

word-protected for the uPrint, someone can use it and bill print/copy jobs to your student account.

McGill account is locked / has a hold on it:

To find out about your holds go to **Minerva > Student Tab > Registration Menu > Review Holds and Warnings**. If your McGill account is locked for any reason, you will not be able to use the uPrint until 10am of the next working day after you clear the holds on your account. Meanwhile, if you need to print something, you can purchase a prepaid card at the Law Library Loan Desk.

To see the jobs you have been billed for:

Log into Minerva and use the **Student Menu > uPrint - Campus Printing Menu > Review uPrint charges form**.

In this column, we would be delighted to answer all your library-services-related questions. Please send your questions to **Svetlana Kochkina** svetlana.kochkina@mcgill.ca, Liaison Librarian Nahum Gelber Law Library.



LICM

La Clinique d'information juridique à McGill est un organisme à but non lucratif qui offre des services de l'information juridique bilingue et gratuit à la communauté de McGill, ainsi qu'aux populations vulnérables et marginalisées du Québec. If you are interested in providing essential legal information services to the community while simultaneously finding a practi-

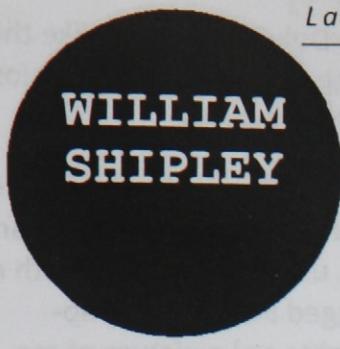
cal application for what you've learned thus far in law school, then volunteering with the LICM/CIJM is for you!

En faisant du bénévolat à la CIJM, vous aurez l'occasion de développer vos compétences en recherche et de travailler directement avec vos clients. It is also a great way to familiarize yourself with different areas of substantive and procedural law to which you might not have been previously exposed. L'engagement n'est que deux heures par semaine, alors vous pourrez trouver le temps pour vous

impliquer!

All of the details regarding training dates for the summer session will be sent out by email at the end of April.

Si vous voulez en savoir plus sur les activités de la CIJM, venez en grand nombre au CIJM/Community Law Coffeehouse le 7 avril! Tous les directeurs de la CIJM seront là pour répondre à toutes vos questions. Par ailleurs, vous pouvez toujours envoyer un courriel à Lindsay Balson (mlic.recruitment@gmail.com).



WILLIAM
SHIPLEY

ODE TO CHARLIE FELDMAN, MARYLANDER AND MCGILL ORIGINAL

One of the realizations I've had as the year draws to a close is the loss of one of my compatriots, Charlie Feldman. Whether you love or loathe the bass-falsetto double-voice, the obsessive picture-taking, the crayola note-taking, the passive-aggressive conservatism or the Facebook caption clue, I think it can be safely said that there will not be another one like him to grace the halls of our Faculty. I will have to supplant his offline Quid Novi rants with the Twitter-length online ones. On that note, for those of you without access to Charlie's Facebook randomness, I enclose the following direct-quote status updates.

I figure it only fair to turn the Quid's gaze upon you, Charlie, after you have turned it upon all of us over the years. I still think you're addicted to Facebook, and this is my attempt to move you towards withdrawal from your addiction to attention, but perhaps I am just encouraging the growth of your audience – in any event, these are too good not to share. You will be sorely missed comadre...

Without further ado, a sampling of the virtual manifestation of Charlie Feldman:

McGillers - Elevator 30 at the Faculty is not working - I just wanted y'all to know. (Two can play at this game, Margaret!!)

Giving the Black Eyed Peas a run for their money in the 'worst halftime musical massacre' category, here is the end of Ashlee Simpson's performance of 'La La' from halftime at the Orange Bowl. Worse than Fergie? You make the call.

Oooh... it's Sarah Palin's birthday how to celebrate? I feel like shooting something and then cooking it.... either that or

loading up a webcam from Moscow so I can see Russia from my house.

Perhaps it's a no-no to curse at an applicant during an interview. Whoops. My bad....

At a panel discussion of Omar Khadr listening to Kent Roach and Prof. Fox-Decent..... I'm just waiting for someone to give me the cue to chant 'USA, USA!' :-)

... and now the Black Eyed Peas are number 1 on iTunes??? America, this is why we cannot have nice things.

NO! NOT CHRISTINA! THIS IS WHAT HAPPENS WHEN YOU LISTEN TO THAT GENIE IN THE BOTTLE!!!! [re article on Christina Aguilera's arrest for public drunkenness]

Chilling at the office. thinking about stealing a stapler. wondering how much I can get for toner on the black market... the usual. :-P

Writing more lies in the student paper with Courtney Rettner and Chanel Sterie. Also, can we do a page of Charlie Sheen quotes? Why not...

What's whiter? Outside in this snowstorm or the view from Charlie Sheen's nose over the course of a 'winning' weekend?

I still feel bad about that first Ash Wednesday in college when for the first time I saw a friend with the forehead mark and loudly yelled at her "OMG! Why do you have sh*t smudged all over your face?" ... It was coming out of a place of love and pure ignorance, I swear! But I still feel guilty about it yearly lol

Woke up just now and feel distinctly like Linda Blair from 'The Exorcist'. Also, I kind

of feel like yelling 'There is no Dana.... ONLY ZUUUUUULLLL'. If only Ghostbusters were on TV right now lol

I blame Snoop Dogg for all the haikus on the radio. He started "drop it like it's hot / if the pimp's in the crib, ma / drop it like it's hot" and now Lady Gaga's all "I was born this way / I'm on the right track, baby / I was born this way". At least Cee-Lo mixed it up with "I see you driving / round town with the girl I love / and I'm like **** you!".

Ughhhh that's the third time this month I've had to stop making a milkshake cause random dudes started showing up outside....

Since coming to Canada I've often been shocked by the small portion sizes compared to my homeland (You call that breakfast????) but, thanks to today's Globe and Mail, I've now learned that even Canadian shots (per the liquor laws) are smaller than American ones: 29.6 ml vs 28.4 ml. Oh metric...

Me. Lamed: Have you opened a book yet this semester? I'm just curious.

"I will cut you like Stephen Harper at a budget meeting."

"Dear Dean Jutras, Thanks for agreeing to be on stage at Skit Nite. When you walk on, there will be some theme music playing. It's not set, but whatever it is will be something reflective of your Deancness. Maybe 'The Thong Song', or 'I've Got a Lovely Bunch of Coconuts'. I'll keep you posted. Thanks again! - Charlie"

I know I've said it before but it needs repeating - school continues to underesti-

mate the amount of f**k I do not give.

Just packed up my 'skit nite' bag ... the final item is of course a pair of PJs should I split my pants ... again :-P A ce soir tlm!

Prof. Fox-Decent (sure I didn't catch this word-for-word correctly but): "It's Julie Andrews – she's crossing the Alps singing a song – and these Nazis are in the distance – I mean, that's why we have refugee protection law"

Breaking McGill News: Just ran into Prof. Dedek.. DID YOU KNOW? He was a three-time Jeopardy champion in Germany and one of the youngest winners?? #random-facts.

HIGHLIGHT of atrium sing-a-long Friday: Prof. Anker joined Bry-z Jensen and myself for a chorus of 'Physical' YAYYY!

Finally got around to getting my Concordia ID. I probably should have thought more about going to get it while wearing my McGill hoodie. awkward.

Just had an intense "Oh sh*t, I'm actually enrolled in classes" nightmare. Those are the worst.

My neighbour is having a screaming-along-to-Alanis moment. She oughta know it doesn't sound pretty....

I was locked in a friend's bathroom for a portion of this evening's festivities. It was a good chance to write some poetry. "I am

filled with doubt / These tiles have nice grout / Dare I start to shout? / For a screwdriver I scout / I feel the need to pout / WON'T SOMEONE LET ME OUT!? / I wish I had some stout..."

♥ spring ♥ sunshine ♥ flowers ♥ unicorns
♥♥♥ law school ♥♥♥



Also, uhh, I know I'm late on this but.....
Police: Pennsylvania Woman Hid 54 Bags of Heroin, Money in Her Vagina

Still laughing about Snoop Dogg on the Donald Trump roast (yes, I know it's old news) but really, how can you top "I hear Donald Trump wants to run for President, and really, it makes a lot of sense to me - it wouldn't be the first time he's pushed a black family out of their home".
DANGGGGG

The last time a Duke went down like this, World War I began. (Re Duke's upset loss during the NCAA tourney)

Since you Canadians seem to be all excited about Earth Hour, let me do my part by posting (i.e. using the internet with my computer plugged in and all my appliances and lights on) a picture of me with Canada's greatest environmentalist, the former Minister of the Environment, the Honourable John Baird.

Y'all can't ask anything of me tomorrow as I observe a very important day of extreme personal significance. That's right, it's Mariah's birthday tomorrow and I plan to celebrate all day long lol

Mr. Rogers was a great neighbor because he was not climbing in your windows, snatching your people up.

Teacher said for the ILO simulation we could be whatever we wanted... since The Vatican's there I asked to be the Pope... Prof: Okay, but no hats!! - Clearly she knows me too well, but let's all note now she didn't say "No preist jokes!"

It's MC Hammer's birthday! I hope he isn't a cake hog, but I can just imagine him blowing out the candles and yelling "Can't Touch This!" ... And I know I should probably stop with these dumb celebrity birthday status updates, but I'm '2 Legit 2 Quit!' :-P

THE QUID IS BACK THIS FALL!

The Quid, the most awesome publication to have ever graced mankind, is coming back next fall under the new editorial lead of Amanda, Thomas, and Helia. This summer, while we'll be sipping on margaritas, we still want to hear from you!

Vous avez des suggestions pour la mise en page? You have an idea for a column you'd like to write next year? Vous voulez savoir comment vous impliquer?

Envoyer vos questions, commentaires ou idées pour le Quid à quid.law@mcgill.ca.

ANONYMOUS

A GRAD STUDENT'S VIEW ON BILINGUALISM

Disclaimer: this article does not necessarily reflect the views of the LLM group
Attention : cet article ne reflète pas le point de vue de l'entièreté du groupe LLM

A couple of weeks ago, Charlie Feldman published an editorial on the state of bilingualism in the faculty of law. Both provocative and necessary, the article touches upon a subject that has wider ramifications beyond the walls of our faculty, touching sensitive issues that go to the heart of one's identity. In doing so, however, the article comes as an affront to graduate law students, who are perceived as nothing more than the proverbial 'cash cow' and an impediment to this linguistic ideal. Grad students, being avid readers of the Quid, were understandably disappointed by the rebuke and diminution of their contribution to nothing more than a couple of extra bucks. Subsequently, the purpose of my response here is to articulate the disgruntlement of some graduate students and present an alternative way of viewing the matter that really celebrates the contribution that we can all make to life at the faculty.

Il y a de cela quelques semaines, Charlie Feldman a publié un article portant sur le bilinguisme au sein de la Faculté de Droit. A la fois provocant et nécessaire, le sujet de cet article s'étend au-delà des murs de notre Faculté en touchant à des aspects sensibles de l'identité de certains. Néanmoins, il se trouve que cette rédaction se solde également par un affront fait aux étudiants gradués de droit qui se sont vus réduits à de simples « vaches à lait », mais aussi comme constituant un obstacle à ce qui pourrait être l'idéal linguistique de certains. Les étudiants gradués qui sont d'avides lecteurs du Quid ont été vraisemblablement déçus par le rejet et la

diminution de leur contribution ainsi que par l'explication donnée à leur présence à la faculté : une simple opportunité monétaire de quelques dollars rapidement gagnés pour l'institution. Ne pouvant laisser cet article sans réponse, mon but ici est d'expliquer notre mécontentement mais également de proposer une autre vision de la problématique soulevée dans l'article original. En agissant de la sorte, je souhaite mettre la lumière sur la véritable contribution que nous apportons tous au sein de la faculté.

McGill University is an internationally recognised and renowned institution; more so is its Faculty of Law. Quebec, its province of location, is distinctly and uniquely diverse. Whilst its cultural roots are largely found in the French language, it opens its doors to anyone that is willing to share in this experience. These are two simple reasons for which I believe both students and professors from around the world are drawn to this great institution. Personally, I can attest to this being a large factor that persuaded me to come to Canada rather than anywhere else in the world, and I think many in both the LLM or BCL/LLB programs would admit to the same.

L'Université McGill est une institution de renom et reconnue à l'international. Sa faculté de droit, située dans la province de Québec, en est un atout majeur, lui donnant un caractère unique de diversité. Bien que ses racines culturelles se retrouvent en grande partie dans la langue française, elle ouvre néanmoins ses portes à quiconque souhaite y partager son expérience. Ce sont ces deux raisons qui selon moi attirent enseignants et étudiants venant des quatre coins du monde. Personnellement, je peux attester que ces facteurs distinctifs ont orienté mon choix

et m'ont décidé à venir au Canada plutôt que n'importe où ailleurs sur la planète. Je suis absolument certain qu'un grand nombre d'étudiants en LLM ou BCL/LLB partagent le même sentiment.

The distinction and perceived problem, however, arises in the requirements for each of these programs. 'Passive bilingualism' is that for the BCL/LLB program, whilst only English is that for the LLM program. Nevertheless, the Administration at the Faculty deems it suitable to place students from either program in certain classes. Classes are advertised as being taught in a particular language, or both, and students sign up for this. In accordance with the McGill Student Rights and Responsibilities guide, students have the right to be assessed in either French or English. Consequently, the exercise of one's right to speak in a particular language is likely to lead to a clash of languages, and thus a barrier to both understanding and learning from one another.

Cependant, là où le bâton blesse et où la distinction se fait connaître se trouvent dans les conditions d'entrée dans des programmes. En effet, le 'bilinguisme passif' est requis pour l'intégration au programme BCL/LLB mais ne l'est pas pour les candidats au LLM. L'Administration de la Faculté estime néanmoins normal de placer des étudiants issus de programmes différents dans les mêmes classes. Les cours sont présentés comme enseignés dans une des deux langues, voire les deux, et libre choix est donné de s'y inscrire ou non. En conformité avec la charte des droits et des obligations des étudiants McGill, les étudiants ont le droit d'être évalués dans la langue de leur choix. De ce fait, l'exercice du droit de l'un de parler dans une des langues a de grandes

chances d'aboutir à un conflit linguistique, et par là même de créer une barrière à la compréhension et l'apprentissage de l'autre.

Given the uniqueness of the BCL/LLB program, I think anyone can understand and sympathise with the issues Charlie raised, particularly that of promoting the French language within the Faculty. That said, I do not think that holding the LLM students as scapegoats is either fair or warranted. Moreover, to suggest that the only value that LLM students add is 'extra tuition' is misguided. Being an international student himself, I'm sure Charlie considers he has more to offer than the \$23,000 he has to pay annually.

Du fait du caractère unique du programme BCL/LLB, je pense que tous comprennent et sympathisent avec le problème soulevé par Charlie, et particulièrement celui de la publicité faite de la langue française au sein de la Faculté. Ceci étant dit, il me semble que considérer les étudiants LLM comme bouc émissaires n'est ni juste, ni mérité. De plus, déclarer que la seule valeur ajoutée attribuable aux étudiants LLM se limite à des frais de scolarité plus élevés est faux. Etant moi-même un étudiant international, je suis certain que Charlie considère qu'il a plus à offrir que les \$23.000 qu'il a à payer par année.

The LLM student body of 2010/11 has a population of 65 and represents 28 different nationalities. This means that at least 28 different legal jurisdictions are represented. For many, English is but one of the multiple languages that they are able to converse in. The accomplishments that many have achieved, by any standard, are incredible. The capacities within which they have acted range from General Counsels for the Office of Fair Trade in the UK to serving lawyer-officers in various air forces to partners in large Canadian law firms. Some have worked in space agencies, others have been criminal lawyers for a near decade. The simple point is that there is a wealth of information and experience across the LLM body that spans the entirety of the globe.

La promotion LLM 2010/2011 est composée de 65 étudiants de 28 nationalités différentes. Cela signifie qu'au moins 28 systèmes juridiques différents y sont représentés. Pour beaucoup, l'anglais n'est pas la seule mais l'une des langues dont ils sont capables de converser. Les accomplissements de la plupart de ses membres sont remarquables, et ce quelque soit le référentiel. Leur expérience va d'un poste de Conseiller Général au Bureau du Commerce Equitable du Royaume Uni, à un autre de juriste-officier dans l'armée de l'air, ou encore associé dans des cabinets d'avocats canadiens. Certains ont travaillé dans des agences spatiales, d'autres ont pratiqué comme avocats pénalistes pendant près de dix ans. L'argument que je m'efforce de développer ici est l'incroyable richesse d'information et d'expérience internationale qui existe à travers le groupe de LLM.

Equally so, one of the wonders of the North American legal education is that many of the undergraduates have had the opportunity to pursue a multitude of careers and studies before finally turning their intellect to the study of law. I have had the privilege of meeting people who have worked for the UN, scaled large mountains, been management consultants and even completed PhDs in philosophy.

De même, on retrouve une situation semblable dans le système d'éducation juridique nord américain, dont l'une des grandes particularités est l'opportunité offerte aux étudiants de première année de poursuivre une multitude de carrières et d'études variées avant de se tourner vers l'étude du droit. J'ai eu la chance de rencontrer certaines personnalités qui ont travaillé pour les Nations Unies, d'autres qui ont grimpé des vallées escarpées, des consultants en gestion ou encore des docteurs en philosophie.

The point that I want to make from this is that there is so much to learn and gain from each other. As I mentioned earlier, McGill is renowned for its excellence and internationalism as reflected in both its students and its staff. In the classroom,

students have the right to speak in either French or English. However, in the limited classes where there are graduate students, some may be able to speak French, some may not. Given the capabilities of undergraduate students to converse in either language, perhaps there is more to be gained if everyone is able to understand what is being said. Admittedly, this means accommodating the graduate student for whom English may be the only way to understand the interlocutor. That being said, the experience of life at the faculty is not restricted to the classroom. Indeed, I would promote a greater use of French outside of the classroom. The opportunity to learn and practice French for many a graduate student was the allure of coming to Montreal. In fact, you would be surprised to learn that many graduate students attempted to register for French language courses through main campus or through Thomson House, only to discover that the courses were already full before we arrived in Montreal.

Ce que j'ai essayé de prouver par cette liste, c'est l'étendue de ce que nous avons à apprendre les uns des autres. Comme j'ai déjà pu le mentionner, McGill est reconnue pour son excellence et son caractère international, deux caractéristiques qui se reflètent à travers son personnel et ses étudiants. En salle de classe, les étudiants sont libres de s'exprimer en français ou en anglais. Cependant, dans les cours où des étudiants gradués sont présent, certains sont capables de parler le français, et d'autres pas. Bien que la liberté soit offerte aux étudiants non gradués de parler l'une ou l'autre langue, peut-être qu'il y a plus à gagner si l'assemblée entière est capable de comprendre ce qui est dit. A vrai dire, il s'agit plutôt d'accorder l'étudiant LLM pour qui seul l'anglais serait son seul moyen de comprendre son interlocuteur. Ceci dit, l'expérience de la vie universitaire ne se limite pas à la salle de classe. L'opportunité d'apprendre et de pratiquer le français a été pour beaucoup un motif pour s'installer à Montréal. En réalité, vous seriez surpris d'apprendre que de nombreux étudiants gradués ont essayé de s'inscrire à des

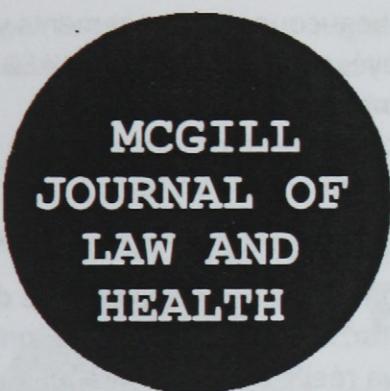
cours de français à travers le campus ou Thomson House, et ont ensuite découvert que les classes en cause étaient déjà complètes avant que nous arrivions à Montréal.

The point I am trying to make, therefore, is that there is a need to cultivate a greater atmosphere of inclusion, respect and accommodation for each other. Indeed, is that not the point embedded within transsystemia? An implication from Charlie's article, from the perspective of a grad student, was to create a division between LLM students and undergraduate students, with the former being classified as an impediment and adverse to the realisation of an idealistically bilingual faculty. Such an understanding is both unfair and misplaced. Clearly this is a discussion that

will pull in opinion from all corners of the faculty, and rightly so. But until any actual administrative changes are made, if at all, it should be understood that LLM students respect the institution they study at, the people within it, and the multiplicity of languages and cultures engendered within it. We simply hope that the feeling is reciprocal.

Ce que je souhaite démontrer ici est le besoin de s'efforcer de créer un milieu qui tendrait davantage à l'intégration de l'autre, à son respect et à l'accommodation avec les compétences linguistiques de chacun. En effet, cela n'est-il pas l'essence même de la transsyntémie? Du point de vue d'un étudiant gradué, un des effets de l'article de Charlie a été de créer une ligne de séparation entre les étudiants non

gradués et étudiants LLM, en ayant défini ces derniers comme une barrière qui se voudrait contraire à la réalisation de l'idéalisme bilingue au sein de la faculté. Cette catégorisation se trouve injuste et sans fondement. Il va de soi que cette discussion va générer grand nombres de débats au sein de la faculté, ce qui s'avère être positif. Cependant, jusqu'à ce que des mesures administratives soient prises par l'administration, si toutefois elles sont prises, il doit être entendu que les étudiants LLM respectent l'institution dans laquelle ils étudient, ainsi que les étudiants qui y demeurent et avec eux la diversité de leur langues et cultures. Nous espérons simplement que ce sentiment est réciproque.



MCGILL STUDENT COLLOQUIUM ON HEALTH AND LAW REPRODUCTIVE JUSTICE IN PLURALISTIC SOCIETIES

On Sunday March 27th, 2011, The McGill Journal of Law and Health held the *3rd Annual McGill Student Colloquium on Health and Law: Reproductive Justice in Pluralistic Societies*.

The broadness of the term "health" is reflected in the many faculties, schools and institutes at McGill who work toward the common goal of improving the state of health in our communities, but often do so in isolation from one another. For a third consecutive year, this student initiative provided an opportunity to stimulate and promote the exchange of ideas by creating a space where students, academics and practitioners from diverse groups could share their knowledge and experience. Most importantly, the initiative encouraged all participants to think critically about issues at the intersection of law and health, and to shed light on what may be problematic or promising responses to these issues from their perspective.

Beyond information and unique perspectives, participants shared their inspiration and leadership.

This year, the morning panel lectures and moderated discussion groups addressed the topics of assisted reproduction, in-vitro technology, surrogacy, sexual health education initiatives in Quebec, and legislation that permits collective prescriptions for oral contraceptives in Quebec. The afternoon panel and moderated discussion groups focused on midwifery movements in Ontario and Quebec, the right of Inuit women to birth in their communities, and reproduction as a cultural inquiry.

Ultimately, the colloquium highlighted "the university's role as a forum for ideas, a loom capable of weaving unified purpose from disparate perspectives." It is in this spirit of inter-disciplinary exchange that we intend to continue this student initiative in future years.

RAPPORTS EXÉCUTIF DU LSA

VP ADMIN

**FARAH
GOULAMHOUSSEN**

Bonjour à tous!

Can you believe the year is almost over?

In this article, I am supposed to talk to you about what I did this year as your VP Admin.

Let's see. Mainly, my job

consisted of sending e-mails on the Listserve to keep you updated with what's going on in the Faculty. I have tried my best to make the e-mails short and concise and not to send too many for you not to get annoyed! But another aspect of my job related to the e-mails consisted of forwarding your e-mails to the right person! Many of you do not take the time to read the e-mails and just automatically press reply, so I (how lucky am I?) receive all your e-mails that are of no interest to me (except making my job annoying!). Mais ne vous en faites pas, c'est avec grand plaisir que j'ai pris le temps de renvoyer vos courriels à la bonne personne. Passons aux choses plus sérieuses maintenant, voici en bref ce que j'ai fait durant l'année scolaire 2010-2011 ...

----- CALL FOR APPLICATION -----

----- CALL FOR APPLICATION FOR CONSTITUTION AND BY-LAW REVISION AND REFORM COMMITTEE -----

Below is a list of the committees that still have spots that need to be filled. For a more detailed description of the role and function of each committee, please consult the attached PDF document ...

La date limite pour poser vos candidatures est le 26 juillet 2010 à 17h00. Vous pouvez déposer votre application dans la boîte aux lettres du VP-Administration, au bureau de l'AÉD. Si la porte est fermée, vous pouvez glisser votre application en-dessous de la porte, ou tout simplement faire parvenir vos documents par courriel au vp-admin.lsa@mail.mcgill.ca.

Les entrevues (si requises) se tiendront vers [...]

Basically, I started off my summer by preparing the committee appointments (verify the description of each committee + the number of positions for each one). But, my job doesn't only consist of sending the call for application because that would of course be way too easy. I also evaluated all applications and had interviews with potential candidates (this was done with the help of the LSA President and VP Finance, thank you so much!).

Par la suite, une majeure partie de mon été a été dédié à la traduction! Le nouveau site Web de l'AÉD est bilingue. All the LSA documents and posts have adopted a bilingual model rather than having a separate French and English version. I spent many, many hours translating so many documents in order to implement our new bilingual policy. And I am proud to say that the LSA is now following this new policy in all of its documents and will continue to do so in the future.

----- LSA OFFICE HOURS / HEURES DE BUREAU DE L'AÉD -----

Have an issue you would like to discuss with an LSA executive? Our fall semester official office hours are up on the website. Si vous n'êtes pas disponible durant nos heures de bureau, n'hésitez pas à nous envoyer un courriel pour prendre un rendez-vous à une heure qui vous conviendrait mieux. We look forward to seeing you all stop by and chat.

Si vous avez passé devant le bureau de l'AÉD récemment, vous avez probablement remarqué que beaucoup de changements y ont été apportés! Cet été, j'ai nettoyé, peinturé et décoré l'AÉD afin qu'il soit un endroit plus attrayant et vivable! Et ma tâche, tout au long de l'année, fut de tenter de garder ce local propre et attrayant afin que vous tous puissiez venir y faire un tour :)

Le local de l'AÉD est devenu un point de rencontre, un endroit pour jaser, et pour faire part nos commentaires aux membres de l'exécutif et j'espère que dans le futur, les étudiants se sentiront toujours le bienvenue! Ce endroit va réellement me manquer ... puisque j'y ai passé une grande partie de mon année (bien sûr lorsque je n'étais pas en cours!).

----- AGM NEXT WEEK -----

Chers étudiants,

The LSA's Annual General Meeting will be held Monday, April 4th from 12:30-14:30 during Universal Break in Room 101. Have questions? [...]

Je vous ferai grâce de ne pas vous décrire toutes les tâches administratives dont j'ai eu le bonheur d'accomplir cette année, because most of you would find that boring! But, speaking generally, mainly my job was to plan meetings, make sure every executive writes their reports (on time), book rooms, take care of the answering machine and the mail, write minutes, write e-mails, deal with nitty gritty details, and those where all the things I loved as being your VP Admin this year. And also, I made sure that our satellite was put back on the roof so students can

LSA EXECUTIVE REPORTS

enjoy some relaxing time in the lounge by watching TV.

----- LSA AWARDS WINNERS -----

Le comité des prix de l'AÉD a fait sa sélection! Les fameux "LSA Awards" sont décernés chaque année et destinés à saluer l'excellence au sein de la communauté de la faculté de droit. Le comité est fier de constater que la communauté McGilloise regorge de leaders et de gens qui s'efforcent à faire la différence. [...]

Tout récemment, avec le Comité des Prix de l'AÉD, les LSA Awards ont été décernés à de nombreux étudiants et clubs. Les étudiants sélectionnés recevront sous peu une plaque que je prendrai grand soin de commander pour eux! Un nouveau prix a également été créé afin de reconnaître le travail remarquable des praticiens qui viennent enseigner à McGill.

----- COFFEEHOUSE -----

Don't forget to bring your mug to the Coffeehouse tomorrow! Presque aucun verre ne sera en vente, donc si vous voulez boire de la bière, il vous faut votre verre!

Finalement, tout au long de l'année, les jeudis soirs, j'ai participé à la préparation des Coffeehouses! Il m'a fait plaisir de jaser avec vous en essayant de vous servir de la bière dans votre mug sans faire déborder! It has been my pleasure throughout the year to help all the other VPs with their portfolios! Je crois que l'entraide est la notion clé pour qu'une association fonctionne à son meilleur!

Lastly, I would like to thank all the VPs and members of the Council for their amazing work this year. Un merci spécial à tous les VPs qui m'ont aidée durant toute l'année et qui ont rendu ma tâche plus facile et agréable en lisant et respectant mes courriels pour les dates limites! Être VP Admin fut une expérience incroyable et inoubliable durant laquelle j'ai beaucoup appris! I wish all the best to my successor and I am sure she will do a fantastic job next year!

Good luck for your exams! Keep up the good work, summer is almost here!

F.

VP Admin 2010-2011

VP INTERNE

HÉLÈNE
VALLÉE

Hello everyone,

I hope everyone's academic year is ending well. J'aimerais souligner que ce fût un honneur pour moi d'occuper le poste de VP Interne au sein de l'AÉD

durant l'année 2010-2011. C'est avec confiance et enthousiasme que je passe le flambeau à Graham Splawski et Michele Lamarre-Leroux. Dus aux changements faits à la constitution de l'AÉD, ils prendront tout deux la relève du poste. Voici un résumé de ce que j'ai accompli en tant que VP Interne cette année. All of this would of course not have had been possible if it was not for the help of fellow LSA members and dedicated members of the student body, so thank you to all of you!

Orientation 2010

Stefan Hoffman and I co-chaired the Orientation Committee and worked with the Administration to coordinate everything. The committee was composed of Laurence Duguay, Jean-Philippe Herbert, Greg Koenderman, Georgia Papadolias, and Caitlin Szymberski. The committee, with the help of other students, organized numerous activities : Sports Game (VP Athletics), First

Year dinner (Caitlin), BBQ Event, Meet Ups (Greg), Campus Tours (Andrew Hodhod), Trivia Night (Stefan, François Lemoine, Michael Shortt), Pub Crawl (Jean-Phillipe), Scavenger Hunt (Caitlin), Tam Tam, Bike Tour, Ice cream (François Lemoine, Seth Abbey), Beach Day (Georgia), LSA's Coffeehouse, Welcome Ball (Laurence et Georgia). We also made the goody bags that were given on the first day of Orientation. Merci à tous!

Fall semester Events

- Dirty Minds Trivia Event at Thompson House (with the help of Stefan and Michael Shortt)
- Community Cultural Dinners (in collaboration with Tanya De Mello). The last one will be held on April 7th at 9pm at Pizzeria Napoletana (189 rue Dante) after Coffee House. Please email Tanya at tanya.demello@mail.mcgill.ca to RSVP.
- Visit of the Museum of Fine Art to see the Otto Dix exhibition
- Afternoon of Paintball (no bruises for me hihi!)

Winter semester Events

- Welcome Back Beach Party in January : I rented a private loft in Old Montreal, found a great DJ and, with the help of the Law Games Committee (bartending), MIFA(bartending) and Aboriginal Law Students Association (coat check), the event turned out

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to be a great success!

- Voyage à Québec: This trip had to be cancelled due to lack of participation. Some Masters and exchange students were still able to make it and took up some of the room reservations at the hotel.
- End of the year party: I am now planning the end of the year Party which will take place on April 28th. Our wonderful VP Admin, Farah, will keep you posted.

Coffee Houses

Concerning the Beer, I maintained contact with our past distributor, Maître Brasseur. I ordered a mix of different beers from them throughout the year. The Beer "La Transystemic" is not dead but in need of some TLC. If you would like to still see it at CH next year please let me know. We now have other companies we could order from if students need a change. Secondly, this year I got one alcohol permit for all of the Coffee Houses of the aca-

demic year instead of one for fall and one for winter, which saved us money. I also saved the LSA some money by having security come only for Coffee Houses sponsored by firms. Last year we had security at every Coffee House. Thank you to everyone for respecting the instructions (not going out of the Atrium with alcohol) and enabling us to save \$.

McGill Food and Dining Services

I started meeting with McGill Food and Dining Services in May 2010 to make sure the services offered to students and staff at the Faculty would correspond to our needs. I am still working with them to improve quality and pricing. So far I have been able to encourage them to sell local breads (Première Moisson, St Viateur Bagel), to have Dasani replaced by Evian or Montclair and to have more vegetarian options.

Merci pour votre intérêt et bon été 2011!

VP PR

**TARA
MANDJEE**

Avant de passer le flambeau à Eloise Gagnon, votre future VP aux Relations Publiques, j'aimerai partager avec

vous les différentes réalisations et le bilan de cette année.

Pour ceux qui l'ignorent, le poste de VP PR consiste à représenter le corps étudiant auprès des cabinets et autres commanditaires. Durant l'année, j'ai sollicité les cabinets afin d'offrir une gamme variée d'opportunités pour les étudiants de tisser des liens avec ceux-ci, et inversement d'assurer la visibilité de nos commanditaires au sein de la Faculté.

I have had few students coming to me with suggestions and new ideas which could be explored. First, Adam Lafrance has brought to my attention the possibility of having a Club Coffee House sponsored by a firm by targeting a specific cause they cherish. As a matter of fact, Torys (a Toronto Law firm) has contributed to MIFA's Coffee House last semester, all profits being given to Right to Play Canada. I am confident that this type of event can be further explored next year and will benefit clubs as well as firms. In fact, I have started working on this new type of event, and without ruining the surprise, I can tell you that we already have about three clubs that are likely to do so in the coming year.

Concernant les événements majeurs subventionnés, j'ai été en mesure, avec l'aide de l'ensemble de l'Association étudiante, de les perpétuer. Nous avons eu près de 7 CoffeeHouses coman-

dités durant l'année, ce qui correspond au même nombre que l'année dernière. Cependant, outre ce 4 à 7 traditionnel et fort coûteux, nous avons développé la commandite des « Série Conférence » en la clôturant par un cocktail. Une telle commandite a été choisie par quatre cabinets cette année et a permis d'offrir deux différentes dimensions aux étudiants : le contact unilatéral et informatif de la conférence, et l'échange informel qui s'ensuit. The main challenge and input brought this year with regards to those major sponsored events was in terms of organization by creating templates and forms. Building on my predecessor's initiative of creating a CoffeeHouse memorandum (which describes all the CoffeeHouse tasks and assigns them to members of either the LSA or clubs), Stefan and I have created a form in which firms confirm all the details and material necessary for their event, as well as a second sponsorship package sent to firms later during the year with new opportunities. Presently, I am creating a standard form of the total costs for sponsored CoffeeHouses to facilitate the invoicing step next year.

Comme j'en faisais état dans mon article précédent dans le Quid, le plan de commandites qui est transmis aux cabinets a été retravaillé et adapté pour offrir des opportunités d'approches et de coûts différents afin d'élargir notre éventail de commanditaires. La Tombola iPod en est un exemple concret : par la compléction d'un questionnaire, les étudiants courront la chance de gagner un iPod et le commanditaire s'assure que ceux-ci gardent en tête les points qui les distinguent de d'autres cabinets. Cette année,

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L'idée était de faire le tirage des tombolas durant un événement tenu par le cabinet à la Faculté afin d'assurer deux fois plus de présence à l'événement, et deux fois plus de participants à la tombola. À titre d'exemple, le cabinet Gowlings a fait le tirage de son iPad (il y a là des incitatifs certains) lors de son CoffeeHouse de telle sorte que les participants se sont présentés au CoffeeHouse dans l'attente du tirage, et ceux qui venaient essentiellement pour le CoffeeHouse ont inévitablement pris connaissance de la commandite d'un iPad.

Aussi, à côté des événements traditionnels tels que Skite Nite et les Jeuxridiques, Law School of Rock et le Fashion Show qui ont pris de l'expansion ces dernières années, la contribution de cabinets a permis encore cette année de remettre d'importants montants à des organismes de charité. Conscients des risques éventuels de diminution des commandites, nous avons tenté par ailleurs de sécuriser des ententes à long terme avec des cabinets. Ainsi, certaines commandites seront automatiquement réitérées dans les prochaines années.

I could keep going on forever. Anyone who had the chance to talk with me substantially about my position in the LSA would be able to confirm that. Overall, it has been a great experience and I hope that I have been able to represent the student body as best as it could be represented. The Faculty is full of creative students, and I therefore encourage all of you to let the LSA know, sooner rather than later, all your suggestions. Even though my mandate is coming to an end, I would still be very happy to help as a VP, to chat as a friend and to be advised as a person seeking progress. Don't hesitate to come by if you would like to have further details on any sponsored events.

On a last note, I would like to emphasize that the VP PR position is interrelated with all other positions. Thus, I would like to give a special thanks to the entire LSA, the other members of the Faculty Council and all other students which never hesitated to give a hand to help!

VP EXTERNAL

KIRK
EMERY

I am grateful for having been the VP-External this academic year. As a refresher, the VP-External represents the LSA outside of the law faculty. This job includes working with CADED, SSMU, and LSA Council.

CADED stands for Confédération des associations d'étudiants en droit civil. It is composed of all of the civil law schools in Canada. I attended meetings, and helped plan events like this year's Face-a-Face mooting competition. Joel Lightbound and Vincent Ranger mooted on behalf of our faculty. I also helped coordinate the CADED Unity Party, but not many of McGill Law students attended. Lastly, I hosted this semester's CADED meeting in the LSA office. We resolved to get CADED's website back up and running. Check out it online at www.caded.ca.

SSMU stands for Students' Society McGill University. Every second week, I sit on SSMU Council meetings, along with the SSMU executive members and councilors representing other faculties.

The meetings are long, bureaucratic and policy oriented. We follow Robert's Rules of procedure. As the Law Rep, I ensure that the interests of law students continue to be satisfied by the SSMU. This is no big feat, as law students seem to be indifferent about much of what happens on lower campus. For us law students, I think, the best part of being SSMU members is the health and dental coverage that we can get for affordable rates.

The LSA Council met every second week (as per the LSA Constitution). Everybody attended faithfully. Recently, we had a meeting with the Dean, accepted a new and improved Constitution, and decided to make the JD-LLB issue a referendum question.

The best part about my job was helping out around the faculty. Coffee House became a bad habit, where I enjoyed serving beer and water to everyone who looked thirsty. But I especially enjoyed serving the Coffee House regulars, who are the true heroes of the 2010/11 academic year.

VP ACADEMIQUE

JULIEN
GRENIER

Bonjour à tous et à toutes qui êtes présentement en train de lire le Quid au lieu d'étudier ...!

La fin de la session approche et comme mandaté par les règlements de l'AÉD, chaque membre de l'exécutif doit écrire un article qui décrit ses accomplissements au sein de son poste. Comme beaucoup d'entre vous ont pu le remarquer, mon portfolio comporte des tâches plutôt discrètes mais qui ont un impact important sur votre cheminement académique.

Comme VP Académique, mon boulot a été en quelque sorte résumé à une chose : représenter VOS intérêts auprès de la Faculté tout en m'assurant que vos droits soient respectés en tout temps. Sans m'étendre longuement, car je sais que vous avez tous beaucoup de pain sur planche avec les examens qui approchent, je tiens à vous faire part de quelques changements qui ont été réalisés au cours de cette année.

First, as part of my portfolio, I am a member of the Curriculum Committee. This year, I have continued the work of my predecessor re second year reform. The number of credits given some classes has been increased or lowered. For example, Sale is now 3 credits instead of 4 and Wills and Estates will go from 2 credits to 3 credits. Another important change concerning courses is that more classes are now open to graduate students. Another issue that was brought up and that was also really important in my opinion, was the place of the French language in the Faculty of Law. After much thought, discussion and research, a recommendation will be given to the Dean Jutras who will talk to the teachers about an official Faculty wide bilingualism word count policy. It might sound like a small step, because noting is certain, but seeing the big picture, we can say it is already a big step forward. Lastly, as part of that committee, I have reviewed the course evaluation questions and made it easier and shorter to encourage more people to take the time to fill them out. These courses evaluations provide important feedback to instructors and I personally encourage all of you to take five minutes to give your opinion about your teacher's effectiveness. Let's get your voice heard!

Deuxièmement, une grande partie de la session d'hiver a été consacrée à la création du Comité sur le JD/LLB qui avait comme mandat de créer un rapport neutre pour informer le corps étudiant des avenues disponibles. En compagnie du Président et de la VP Administration, j'ai rencontré divers candidats qui ont avec moi formé le Comité du JD/LLB. Après de nombreuses recherches et discussions, le comité a écrit un rapport détaillé sur les deux options présentes et soumettra sous peu, à l'ensemble des étudiants, un sondage pour savoir leur opinion, i.e. s'ils sont en faveur ou non du changement de nom du diplôme. Controverse qui anime de nombreux débats au sein des étudiants à la Faculté, j'espère vraiment que suite à la lecture du rapport et du référendum, le choix des étudiants puissent se faire entendre et se concrétiser.

Finally, just recently, I put forward the idea of creating a new LSA Award for practitioner along with my colleagues of the LSA Awards Committee. The motion for creating that new Award was passed unanimously at the last council meeting. I strongly think that it is important to acknowledge the excellent work of the teachers but also of the numerous practitioners that dedicate a lot of their time to share with us their knowledge and experiences.

Your input is more than important to us, because as an Association we have the power to make your voice heard and taken into consideration. J'espère avoir réussi à prendre en considération toutes vos demandes et que vous soyez satisfaits des changements qui ont été effectués au niveau académique. Improving your academic experience at the Faculty was my job and I hope to not have deceived you! Ce fut un réel plaisir de travailler avec nombreux d'entre vous et je tiens à remercier tous ceux et celles qui m'ont aidé dans mes diverses tâches. Un merci spécial à tous les membres de l'exécutif qui ont su être là et m'appuyer lors de la prise de décisions importantes.

Merci et bonne chance pour vos examens,

Julien Grenier, VP Académique, 2010-2011



**MIKE
FINLEY**

VP ATHLETICS

Hi Everybody. It is hard to believe that the year is already over. As mandated by the municipal by-laws, here is an article describing what went on in my portfolio including what went well, what didn't, and what we can try out next year. I haven't talked about general exec duties like serving/cleanup at coffee-houses as we all do that stuff and its kinda boring to read about anyways.

As many of you have probably noticed, one of the most significant parts of my position is the ordering and distribution of law school sweatshirts. This year I moved to an electronic order form for the summer months as I was in Toronto. This allowed me to input the orders I received before the end of the summer last year and for additions to be made from Montreal as they arrived. I continued to use a spreadsheet format throughout the year and have relegated the hard copies of order forms to a backup for record-keeping purposes.

Pour l'année prochaine, je suggère fortement d'adopter un formulaire en-ligne comme celui utilisé par les étudiants de la Faculté de Médecine. Cela va sans aucun doute faciliter le processus pour le VP Externe qui héritera de la responsabilité des sweatshirts en 2011-2012 dû à la nouvelle réorganisation des règlements de l'exécutif. Apologies to the handful of people who got sweatshirts which were defective or had spelling errors; thanks for being patient while I tried to sort it out. I hope to hand a cool new order form to my successor with even more clothing options available by the end of the year.

Selon moi, l'évènement le plus réussi est la Coupe Malpractice qui a eu lieu en octobre 2010. L'organisation a débuté durant l'été en compagnie de mes collègues de la Faculté de Médecine. This year we had more participants than ever with awesome representation from first year. I lost a member of my family that weekend so I could not participate, but I heard from participants that it was a great time. Thanks to all of you for your participation and to Matt Saunders, Dan Newman, Tomas Vanderheijden, Marc-Etienne Ouimette who all stepped in at the last minute to make sure the event proceeded properly, as well as the members of the exec who helped them along. I'm pleased that this has become an annual event.

I have also tried to create a few new, smaller events this year in order to help make sports and athletics a more present part of the faculty. One of these was the McGill Running group. This ended up being about 6-8 of us in total, any number of whom would meet twice a week in the morning to go for a jog. The key was to create a friendly environment for everybody, no matter

their gender, experience, or level of fitness. I had a ton of fun doing this, it was a fantastic way to meet some of the new 1Ls and to force me to get going in the morning! I initially tried to use a google docs signup method but I think a Facebook group combined with an email list would have been a better way to get people involved (on top of the various reminder emails). This spring the group will be starting up again, I look forward to seeing some old and some new faces out there.

Une autre accomplissement a été le « squash ladder » créé durant la session d'hiver. Les années précédentes, le « squash ladder » a été administré entièrement à la main. Toutefois, cette année, un site web a été créé avec un système complet de gestion intégrée. Ce système a fait de l'administration du « squash ladder » une tâche beaucoup plus facile et simple. Les résultats de chaque match ont été inscrits en ligne.

Another event this winter was the "pack the house" basketball game. This involved getting a group of law students together to go and watch McGill play a basketball Game against Laval. "Pack the house" nights are really popular with the rest of the university and it was, as usual, a full house. The event was sponsored by Coors, so some cheap beer helped the atmosphere along nicely. They even sold it in the stands! Unfortunately I had trouble generating much interest in this event and only managed to sell 9 tickets (they were only 4 bucks!). Still, it was a ton of fun for those of us who went and I hope this event continues next year as its a good way to come down off the mountain and be part of the larger university community.

Finally, Michele Lamarre-Léroux (1L) and I tried to arrange a 1-day ski trip at the end of the year but were forced to cancel due to lack of interest. I think this was due to the time of year during which we tried to organize and I know Michele is keen to try again next year at an earlier date. Big credit goes to her for her initiative and contribution in trying to get the event off the ground this year.

Pour conclure, cette année fut très amusante! J'ai apprécié avoir la chance de rencontrer nombreux d'entre vous grâce à mon rôle de VP Athlétique, mais également grâce à d'autres événements sociaux (dont le pub crawl!). Merci à tous les autres membres de l'exécutif pour une année fantastique et pour le dur travail que vous avez accompli.

Mike Finley - Last VP Athletics.

PS. Special thanks to Farah for helping me with all of my mistakes in French, you're the best!

RAPPORTS EXÉCUTIF DU LSA

VP FINANCE (Laurie Birbilas) Balance Sheet As at April 5, 2011

ASSETS

Current Assets

Cash
Accounts Receivable
Inventories

Actually, it's a volunteer position!
Awesome 1L Class
Mountain of Sweatshirts

Property, Plant & Equipment

Land
Building Improvements

Dwelling in the LSA Office
New ATM Machine

Goodwill

Hours Spent Updating Excel Spreadsheets

LIABILITIES & SHAREHOLDER'S EQUITY

Current Liabilities

Accounts Payable
Accrued Liabilities

Infinite Piles of Check Requisition Forms
Sore Hand from Writing Checks

Long-Term Debt

My Gratitude to the LSA & McGill's Administration¹

Shareholders' Equity

Retained Earnings

Amazing Friends Made On the LSA

Notes to the Financial Statements

¹ Je voudrais spécialement remercier tous les membres de l'exécutif de l'AÉD qui m'ont aidée avec la préparation du budget, les finances des coffeehouse, l'allocation du budget ainsi que la préparation des dépôts pour ne nommer que quelques tâches. Merci à Stefan, Farah, Tara, Julien, Mason, Hélène, Kirk et Mike! De plus, un merci spécial à Damian et Faiz pour leur aide précieuse avec la distribution des fonds pour les clubs et pour le financement du FDD.

RAPPORTS EXÉCUTIF DU LSA

VP CLUBS AND SERVICES

MASON
GORDON

Bonjour, mon nom est Mason Gordon, et cette année, comme VP Clubs et Services de l'AÉD, j'ai travaillé pour améliorer les services offerts aux étudiants ainsi que les activités de la faculté.

Étant le lien entre les divers groupes étudiants et l'AÉD, j'ai aidé les groupes à trouver des membres et à organiser des événements. De plus, j'ai occupé un poste dans le comité qui détermine la répartition des fonds dédiés aux clubs étudiants et dans le comité du Fond Discrétionnaire du Doyen (FDD). Finalement, j'ai été en charge de la réalisation de l'Agenda de la Faculté de Droit et du Bottin (Répertoire Étudiant en Ligne), de l'organisation et la coordination de la Journée des Clubs au mois de septembre ainsi que d'autres activités tout au long de l'année. In addition to the above mentioned fancy-pants executive functions, I also had the honour of serving you beer and answering

your near-infinite emails. That was fun.

Joking aside, I truly believe that this year's LSA did a wonderful job and accomplished a tremendous amount. I feel very fortunate to have had the opportunity to work with such a wonderful group of people. I would like to thank Farah, Hélène, Julien, Kirk, Laurie, Mike, Stefan and Tara for a great year; we were an awesome little dysfunctional family!

Moving forward, I would like to congratulate the next-generation LSA members who have been acclaimed, and I am confident that whoever wins the upcoming LSA elections, our Faculty will be left in very capable hands. Good luck on exams, and I look forward to seeing your shiny faces next September

4L Class Presidents

TIM BOTTOMER
&
FIRAS AYOUB

4TH YEAR CLASS PRESIDENTS REPORT

After our acclamation (surprisingly, the job of 4th year president is not particularly highly sought after) we got fourth year rolling with a nostalgic recreation of our first year orientation pub crawl. It was particularly important to have an event early in the year because a good two-thirds of our constituency disappeared at the end of the Fall term.

In light of this, most other activities were graduation oriented. Along with the 3rd year class presidents, the 4th year class presidents make up the Graduation Committee. This committee variously coordinates the Graduation Ball, Graduation Photos, and the Class Gift. Despite some tardy photo-takers, Grad Photos are

complete and the mosaics will be distributed at convocation. The Graduation Ball occurred this week at the Rialto Theatre and was a great success. Various options for the Class Gift will be voted on as a ballot option in the upcoming LSA elections.

In addition to these grad specific events, the 4th year class presidents also attended LSA meetings and did sundry other LSA related things.

As a final event, we are currently in the process of looking into hosting a post-convocation barbecue at the Faculty for graduates and their families. Stay tuned for further details.

CHARLIE
FELDMAN

THE LAST WORD

It's been my weekly routine. Every Thursday night, I swing by coffeehouse and come home to watch my line-up of terrible TV shows, while plotting what to put in the following week's Quid. While I've broken routine here and there, this past Thursday's combination of no coffeehouse and Graduation Ball threw me for a loop. I'm writing this on Saturday, April 2nd, the Friday having been spent sleeping off Graduation Ball, avoiding April Fools pranks, and cleaning my apartment, which still had Skit Nite remnants strewn about (Does anyone want a large wooden easel? It's not mine and it doesn't belong to Club Soda ... any ideas?).

I can't lie – I'm having a hard time figuring out what it is I want to say, and an even harder time accepting this is actually the end. One Quid issue, a final Quid Online episode, five classes in which I'll probably Facebook for 90 minutes, two exams, two term papers, and that's it... time certainly flies...

Okay, so, for this item there's a lot of ground I want to cover on a few different things. Some of this is in response to articles that appear this week. While it's usually the case that a response must wait for the following week, this is our last week of publication and my last week as a McGill student (well, assuming I don't fail anything or come back for some grad program...) and so my beloved Co-Editors-in-Chief have allowed me to respond (... or maybe I guilt-tripped them into it...). Either way, I get to have the last say in this, the last issue of the year, and my last issue on Quid staff, so here we go!

To make this somewhat more readable, since I can't figure out how to make it a

nice cohesive piece, I've bolded each section. I really won't be offended if you don't read the whole thing. This is one of those "Speak now or forever hold your peace" moments, and let's face it – I have a lot to say!

Re: Grad Ball

Thanks to everyone who came out!! According to the venue, a whopping 163 (!!) of you came in total, and the staff were quite impressed / shocked / dismayed with just how much y'all drink! A huge thank you to my fellow Graduation Committee members, Viviane Lentz, Tim Bottomer, Firas Ayoub. I hope you had as much fun as we did!

Also, a huge thanks to Me. Lamed and Thomas Chalmers for their attendance!!! Who knew Me. Lamed had moves like that!!!!???

Re: Skit Nite / Law School of Rock

Some of you have asked me how much these events raised. I'm still waiting on numbers from Club Soda, so I can't actually tell you yet with certainty. I believe between the two events we'll be on target to match last year's total of \$10,000 to be divided up between the charities. While fewer people attended Law School of Rock this year, it was sponsored so there's more money on that side; however, given we reduced the Skit Nite door ticket price we may have not seen that much more come in than last year despite the tremendous increase in the number of attendees. As soon as I know I'll post it on Facebook.

Re: Grad Students & French

Let's just dive right in... given the anonymous piece in this week's Quid, I guess my

"I hope you didn't read my article that way" comment in last week's "Postscript" article didn't go far enough.

Where we disagree – and I think this is a case where we'll just have to agree to disagree – is that the author suggests the preferable approach to dealing with the bilingual undergrad program – unilingual grad program clash is by undergrads "accommodating the graduate student for whom English may be the only way to understand the interlocutor" and noting, "That being said, the experience of life at the faculty is not restricted to the classroom. Indeed, I would promote a greater use of French outside of the classroom".

I realize accommodation is the nice route and that Quebec is all about 'reasonable accommodation' (ba-dum-ching!), I'm just fearful that if we start a norm of English-only in class we'll see the use of French eventually confined by social norm to French classes. Combined with the desire to expand the number of sections in which grad students sit, I think we would transform the program into one where, outside of first year, you'd only hear English in English classes, and in French classes you'd hear both because I really don't think we'd have reverse reciprocity happening through social convention (and a rule against English use in French classes would certainly further discourage Anglos from taking those classes). Put another way – although I realize floodgates arguments don't always hold water (how puny) – I think we'd make the program unilingual in English classes and bilingual in French classes, and I really think this flies in the face of passive bilingualism.

Certainly, I'd love for French to be used

more outside the classroom as well. That said, for a host of reasons it doesn't happen and I don't know how we can encourage it. There have been plenty of occasions where I'm talking to two francophone classmates, for example, yet we're all speaking in English. Case in point: Earlier this year, Thomas had an article about first meeting Chanel and only after speaking to her in English for two hours did the two of them realize they were both Francophone...

I get that this has to do with socialization and I truly believe the Francophones here are better at speaking English than their average Anglo counterpart is at speaking French. My point here is just that saying 'You can speak French outside class' won't encourage the Anglo-Franco divide to be bridged because Francophones will speak French with other Francophones but likely revert to English when speaking with Anglophones. I realize this is a broad generalization, but I think curtailing – directly or indirectly – French use in the classroom limits some Anglos exposure to it entirely since they perhaps won't be interacting with their colleagues at all in French outside of class.

Ultimately, I think it boils down to a policy decision that somebody somewhere has to make. If we decide to make a bilingual grad program, there are consequences and it may be difficult to fill spots. If we keep the current model, with no policy to deal with these issues, we'll continually have a language clash. I understand the proposal at Faculty Council was to inform students of the French content of a course (i.e. how much of the readings are in French, etc) but there's no accounting for the student body and who might want to speak what in class. My fear is that we may get to a system where professors limit how much French content they have to ensure grad students take spots and discourage French participation directly or indirectly in class, where students for their part accommodate by using English, and ultimately we create an environment where French only exists in French classes, few of which exist and for which Anglos have no requirement to take.

I wish I had the answer. I won't deny that grads and undergrads can – and do – learn a lot from one another in class. I just think we need to establish clearly how to deal with the language barrier in a way that doesn't discourage French by design.

Certainly, mixing of grad and undergrad students is not the only thing that can discourage French use here. I've written in previous Quid issues for example that I think there needs to be a French course requirement to graduate. I'm not sure who or what is tasked with looking into language issues at the Faculty – and while I realize Curriculum Committee is working on French word counts, this is just one of many language-related issues at the Faculty. It would be great if there were some sort of ombudsperson or committee specifically focused on the issue.

Re: Prof. Leckey on the issue of an ad-

ministrative response to Natai's article

This is the first of many items in the Quid this week that made me blush. Prof. Leckey writes with "deep admiration" for me? Clearly, he has no idea how highly I think of him!!

For sure I understand the concerns associated both with the administration responding to something in the Quid generally, as well as the specific concerns over using the Quid as the site for such a response. Prof. Leckey hit the nail on the head in asking, "Should the dean or an associate or assistant dean have taken Ms Shelsen's articles as an occasion for communicating generally about gender issues?" This is exactly what I would want to happen. I think it would have been great for the Educational Equity Committee to remind students of its role and mandate and encourage those with concerns or suggestions for improvement to come forward. I don't think there would have been a problem with an e-mail to this effect going out to students.

I realize in writing about the Quid – and specifically in the context of student responses – it read that I was suggesting the Quid HAD to be used for an administrative

response. I think an indirect response (e.g. e-mail on a similar topic) is preferable in a lot of cases. Certainly, I understand Prof. Leckey's concern about the risk for attack.

That said, where does one draw the line? In the first article I wrote this semester, I ran course seat numbers through Excel. Suppose I did the math incorrectly and my conclusions were wrong. I certainly think a response from the administration would have been more than appropriate in the Quid. I realize they may have written me to ask for a retraction and correction (which I gladly would have done) but I'm not convinced an article from the SAO along the lines of 'What we see when we crunch the numbers...' would have been a problem.

Obviously, a distinction might be made here in that I used publicly available numbers and there is only one way to run some of the stats (e.g. percent change), whereas Natai designed her research and there are more factors that one can question and critique. I get it's a tricky thing, but suffice it to say I don't think there's a blanket rule against the administration responding or even against them attacking methodology.

Concerns over safe space and reproduction of hierarchy I understand – I think there are ways to do it nicely, but I'll acknowledge administrative silence may be the best route in many issues. While I know the administration reads the Quid (more on this later), it would be nice for more students to know they are listening.

Re: Responding to Natai more generally / advocacy on student issues

While I mention an e-mail being sent by some body of the administration, this obviously doesn't 'solve' the problem Natai presents. I think Natai is spot on this week in saying it's a joint effort between students, educators, and the administration.

Prof. Leckey is 100% right that it may be preferable to have Natai's concerns taken up through some more 'official' channel. Next year's LSA Council could form a com-

mittee to look into the issue and report back. Faculty Council, I believe, has a committee tasked in part with gender that could propose recommendations of its own. Her idea for a fishbowl session or other gathering for women to talk about these issues could be something taken on by the Women's Caucus.

This brings me to a rant I had hoped to put in an editorial and just never got around to, so forgive me for this rushed ramble:

While I wrote briefly about my concern over the lack of responses to Natai in the Quid, let me for a moment note that response doesn't have to mean 'counter'. While I'm sure Natai gets e-mails from people about the articles (same as I get oral feedback on everything Quid-related), I'm kind of surprised no women wrote in at all until this week. This may be in part because a quick, "Thanks for doing this!" may be best served by a 'Letters to the Editor' section that we don't formally or consistently have.

I feel we don't always support each other's efforts enough at the Faculty and I think this is problematic and may contribute in part to the general negative feelings about law school of which Natai reports.

I don't want to rant too much or be more incoherent than usual, but let me sum it up this way: The Faculty is all whispers and abuzz over who got clerkships and course-aux-stage offers. Of course, congrats to everyone on these achievements. But, where I wish there would be more buzz – and perhaps more Faculty recognition, in a sense – would be over things like student fashion show raising money for charity or over how many students are doing legal clinic work.

There's a lot of self-interest in law school. It makes sense: We're vying for grades, jobs, etc. What frustrates me is that often students encounter issues and then complain to the administration about their specific case without thinking how the rule may be modified to help more peo-

ple. This is also compounded by confusion over who does what and where exactly a concern should be addressed (I can only support that statement with a bunch of e-mails/Facebook messages to me that start, 'Do you know who I should talk to about ...').

I went on a rant in the Quid office a few weeks ago about what the metric of a successful law school might be. Is it percent who pass the bar? Is it percent of graduates with a job afterwards? Is it percent satisfied with their experience? I don't have a clear answer. I'd like to believe the response includes something about how many students realize their privilege and give back to the community.

For sure, everyone here is capable of doing his or her own moralizing, but I think stressing the competitive things (jobs, moots, clerkships) demoralizes students to an extent, and I think we'd do better if equal recognition (both among students and from elsewhere in the Faculty) went for community or service-orientated initiatives. If we promoted more of the community-centered things that happen and stress the importance of these things, we might attract more applicants with this mindset and encourage a general esprit de corps among students in this regard.

I know this touches on what the goal of the Faculty might be, and let me note that although I'm graduating I'm still not totally sure what that is... (e.g. If bar passage were the goal we'd probably structure courses differently). My point is it's something we perhaps need to address better because it has a trickle down effect. Asked another way, how do we know if what we're doing is working? Natai's findings suggest that when it comes to overall student experience we're not doing that great. I agree with her - "I don't think it has to be this physically, psychologically and emotionally demanding."

While I'd love for the Atrium to be filled with IKEA balls and for classrooms to have more sing-a-longs, I don't think the Hakuna Matata approach to law makes

great lawyers. That said, I think it would be great if the Faculty reminded students that there's more to life than law school and more to law school than academics. I think we need to ask ourselves some serious questions about why people may not be thriving here and what we can best do about it... but returning to my point from a million paragraphs back, I think a lot of this needs to come from students organically. Students here have the power to create the climate – and I think we saw a shining example of this with the Clowns without Borders event last year. It would be nice if we had more events like this, and more Faculty encouragement of it. Then again, I realize I am the Mayor of Candyland when it comes to my, "It would be nice if..." statements, but maybe someday the atrium will actually get that waterslide... :-)

Re: Administration response to the Quid (Generally)

We know the administration reads the Quid. Well, sometimes I forget and then sincerely regret writing that Chanel and I sing Justin Bieber while putting together the issue, or having recounted the story of my pants splitting at a law event in 1L...

On a more serious note, as I explained to our new Co-Editors-in-Chief this past week, the Quid can be a powerful tool precisely because the administration actually reads it. And in this regard, I have to thank the administration.

In an article after the Dean's Town Hall I made some suggestions, one of which was raising priority registration credits. While I'm probably not the only student who brought up the issue, I'm really happy the cap has been raised for next year. Same thing goes for having written about the need for a Faculty mental health strategy - I know I'm not the only person to have written about this in the Quid, but I'm really thankful for Assist. Dean Topsakal's message to us about starting peer counselling.

Obviously it's not a situation of ask-and-ye-shall-receive. There were proposals I made regarding course registration that

weren't taken up, but I have to give credit where credit is due and acknowledge that the administration listens. Assoc. Dean Lametti engaged me on the topic in an e-mail exchange and I really appreciated his candour.

I wrote earlier in the Quid about the need for more communication with students. I think sometimes there is this perception of this mysterious shroud surrounding the administration. I don't think this need be the case - it would be nice if Faculty Council regularly reported what's up to the Quid, if we knew what the Dean's been up to as of late, or if communications to students were streamlined in some way.

Of course, this isn't to say people aren't doing their best and there are of course questions of resources. Yes, we're the student paper, but it wouldn't hurt to have a little Faculty content here and there. And, truth be told, I've got nothing but love for the 4th floor!!!

Re: Bill and Wayne's kind words

I'm blushing so much. Y'all are too nice!!! Thank you, Bill, for being selective with your status update choices, and Wayne, keep the school spirit alive!!! Thanks gents!

Re: Conclusion and Quid

There's so much more I want to say, but now it's Sunday afternoon (I don't know why I went to work for 9 hours yesterday....) and we're in the Quid office with the clock ticking....

Avant de partir il faut remercier Courtney and Chanel pour tout ce qu'elles m'ont donné. Elles sont toujours gentilles et me permettent de faire ce que je veux au Quid - les articles stupides, écouter Justin Bieber et chanter comme une vraie folle - dénigrer la Revue de droit... elles n'aiment pas toujours ma façon d'écrire (en fait, c'est juste Courtney) mais je les adore de tout mon coeur et je me sens en famille avec eux. On a vécu cette expérience ensemble et je la garderai toujours proche de mon coeur. Ce fut une expérience inoubliable et JE VAIS PLEURERRRRRRRRRRRR la semaine prochaine lorsque je n'aurai

pas de Quid sur lequel travailler.

Whether you read us, use us for toilet paper, or grabbed a copy to clean up your food mess at the downstairs table, je t'aime. Courtney and Chanel - you are the Usher to my Justin Bieber. And Helia, Thomas, and Amanda, you are the random rapper to my Rebecca Black in the 'Friday' video. And Faculty, you are the René to my Celine. And my heart will go on. Though if I have twins I'm naming them BCL and LLB. Though the LLB may change to a JD, but that's another article...

FINAL ...DISONS...

I know it's been tradition to name the most quotable Prof at the end of each semester, but I can't really choose. We know Moyse is funny, but Kong is awesome (even though I don't quote him enough). Really, Kong should win the prize, but I'm kicking myself for picking Klinck over Jukier several semesters ago on the basis that Klinck was retiring, Jukier should have gotten credit for her funny!! So, with no formal winner...here were this week's submissions:

Prof. Jukier: (re Little Sisters): "Of Slaves and Ropes and Lovers... Can't wait to get my hands on that!"

Prof. [Redacted] : We will only take a short break because we wasted... I mean, I mean *spent* so much time at the start of class on course evaluations... That was not a Freudian slip!

Prof. Gélinas: C'est expliqué dans l'arrêt si vous voulez le lire avant de vous endormir... pour vous endormir!

Prof. [Redacted]: How does 9 inches come into the lawsuit?

Prof. Dedek: If you've run into English people in Europe, you know they're not good at skiing.

Prof [Redacted]: Il y a à la faculté le Faculty Club, un club privé où votre prof de droit constitutionnel avait l'habitude de fumer des Havanes... C'est maintenant interdit par la loi québécoise.

Prof. Gélinas: Je pense que je vous ai donné les deux côtés de la médaille, en insistant bien sûr sur le bon côté.

Prof. Smith: You can't lose 'fun'!

1L: I can't lick my nose anymore. Well, actually I was able to when I was a kid and I had smaller teeth....

—

To make up for this section, I'd like to put in a few all-time favorite law school quotable quotes:

1) In restitution. Prof. Rabinovitch presented a case of sexually transmitted debt and says "Here the woman has a claim, but we could see if she had her own greater income source or were a celebrity, maybe her claim wouldn't be supportable".

JG (EXC): So, Heather Mills wouldn't have a leg to stand on then?

2) In crim proc. A question was asked re double jeopardy and Ashley Judd. Prof. Klein was unaware of the movie 'Double Jeopardy' starring Ashley Judd, causing a hilarious confused back-and-forth when Klein thought Ashley Judd had some terrible legal woes of which she was unaware.

3) In constitutional. Prof. Antaki was speaking about the importance of words in the Constitution. And then added "Écris-moi des mots qui sonnent, des mots qui résonnent". To get a Celine Dion reference in third week of law school... AWESOME!

4) Prof [Redacted] - this semester - "Don't think I won't cut you!". Ahhh the love.

5) [Redacted] was teaching on the second floor back side. One class someone lowered the beige shades - the Prof, who had been basically reading to us, looked up and yelled "OH MY GOD THERE'S A SANDSTORM OUTSIDE" - I guess with glasses off he didn't see the sandy colour was of the blinds and not of a sandstorm...

6) In Torts. Prof. [Redacted]: "Your beneficiaries are not always your heirs. I mean,

my wife thinks she's getting my money but I plan to give it all to my mistress."

7) In Dedek's contracts class, when the High Trees case was being presented:
JM: And they couldn't get them rented because it was WWII and the Germans were bombing everything.

Prof. Dedek: I apologize for the actions of my abominable people.

8) Prof [Redacted] re Little Sisters: "Gay porn or non-gay porn... it all works for me.

... Wait, that's not what I meant!!!"

9) Prof. Fox-Decent: "I'm pretty sure your dignity was on its last legs before you got to law school". Zing!

10) In a 1L class... and I know I should be nice because it was an Anglo (whom I ADORE!!!) trying to speak French, and wanted to say something like "If that's the case, the lady gets screwed, right?" and said "Si c'est le cas, la dame va être bien ...

fourré non?".

Thank you to all my various spies - I would put a list of initials but I want to keep your identities a secret. And thanks, Thomas, for taking it over next year and keeping Droit à l'image alive!!!

And thanks again Courtney and Chanel for letting me do this!!! LOVE YOUEUUUU!!!



BONNE CHANCE AUX EXAMENS!!

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The McGill University Bookstore would like to announce a new graduation service exclusive to those graduating from the faculty of law. As you will be requiring two diploma frames upon graduation, the bookstore would like to offer a 15% discount, allowing you to save up to \$65 when you pre-order your frames from the bookstore. We will be showcasing the frames in the atrium on Monday April the 4th and Wednesday April the 6th, where you can also pick up a graduation flyer and order form. All forms must be submitted to the bookstore by April 18th, so hurry down and take advantage of the savings. For more information please do not hesitate to contact the bookstore at 514-398-1016.

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La librairie de l'université McGill voudrait annoncer un nouveau service de remise de diplôme exclusif à ceux recevant un diplôme de la faculté de droit. Comme vous aurez besoin de deux cadres de diplôme, la librairie voudrait offrir un escompte de 15%, vous permettant de sauver jusqu'à \$65 pour toute commande à l'achat de deux cadres. Des échantillons seront disponible dans le vestibule/le patio le lundi 4 avril et le mercredi 6 avril, où vous pourrait également vous procurez des prospectus et des formulaires de commande. Toutes les formulaires doivent être soumis à la librairie avant le 18 avril, afin de pouvoir profiter des spéciaux. Pour plus d'information veuillez n'hésiter à contacter la librairie au 514-398-1016.

HAVE A GREAT SUMMER
&
GOOD LUCK ON YOUR EXAMS!



SEE YOU IN THE FALL!